

A STUDY OF CHILDHOOD AND YOUTH



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By
E. MILDRED NEVILL



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IN writing a book of this kind it is inevitable that an author should incorporate ideas which have originated in other minds. It would be impossible to mention by name all to whom I am indebted, but there are three who are outstanding. I make my acknowledgement to these as gladly as I would to all the others if only their contributions to my thought had remained as clear.

It was the late George Hamilton Archibald who first led me to study the child mind. Susan Isaacs has since been an inspiration through her writings and lectures, while George Lyward's stimulating leadership in connection with the Editorial Committee of the Home and School Council of Great Britain greatly enriched and clarified my ideas.

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E. M. N.

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PREFACE

IT was not only a bygone generation that used the phrases, "Be good," and "Do as I tell you" and with them clouded young lives; and when we talk to children in this way, using the particular tone of voice they know so well, there is more in it than merely echoing phrases from our past. There is some degree of direction, for we are vaguely setting out to ensure that our children "turn out all right." But when someone asks us what we really and truly mean by being good, we begin to hesitate and feel slightly uncomfortable.

I sympathize very heartily with those who find it difficult to appreciate the new ideas about children, even though I find these same new ideas are there to be discovered in the gospels. We are all so anxious or eager for things to happen the moment we see a picture of them in our minds, that it is hard to take account of something more fundamental which continually cuts across our eagerness or anxiety. I refer to the truth that everything alive changes slowly and develops through alternating phases which are frequently as unlike one another as can possibly be imagined. This, however, is where faith comes in. It is therefore particularly distressing to hear avowedly religious people denouncing the pleadings of others on behalf of children or young people who have lied, for example, or stolen, or said "nasty things" or got caught up in some form of sensuality. Why should lying *not* be a continuation of something earlier that was once legitimate, or stealing *not* be a continuation of what the baby and toddler do as part of their ordinary living, or "nasty talk" *not* be connected with what was once one of the baby's two great interests in life, namely, the taking in and giving out of food? And how could we know anything without our senses, or love

at all if the habit of being attracted had not started in the body? May it not be only too easy for the body to keep a monopoly just because adults have not allowed it a proper place at the right time?

These are but random questions in what is only a preface, but they may serve to draw the reader's attention to the unity and continuity recognized by the writer of this book. She is among those who have earned the right to be heard because they have substituted patient observation of children for preconceived notions about them. These observers always make the discovery that if any one-time legitimate response to life is fixed like a photograph in the mind of a child, then it must be there to disturb its owner and distress those around him at a later date. Even then, it is worth while our asking ourselves why we are distressed. Is it because it is intrinsically bad at any age to lie or steal or disobey or say nasty things? Or is it because these features of life can be out of place and are so in this particular instance, causing confusion and serving as evidence of a failure to grow, or at any rate to grow fairly evenly? Nothing that was completely even would merit the name growth at all. We are saved from such dullness by our self-protecting instinct which causes us all to cling possessively at times.

When we are young we possess our parents and, without knowing it, are identified with them in our thoughts and feelings. Possessiveness is the great problem of our lives, and to have *God in our pockets* is the ultimate unconscious aim of our lives so long as we remain unregenerate. Much religious teaching augments the fear which lies behind it, although it should be helping towards release from it, for a great deal of propitiation is really an attempt to buy God. It is not difficult to see that this false attitude may originate in the words, "Mummy couldn't love you if you did that," or, "You can't love Mummy if you would do a thing like that." And I am not at all sure that the hurt tone of voice implying that love is buyable is not more harmful to the child's development than plain straightforward statements to that effect which he can

repudiate. We adults must be flexible ourselves and capable of accepting things as they are, without a display of self-pity, before we can hope to encourage and inspire children to bend gradually and graciously towards ever-changing experiences.

Life is a process of letting go, of losing the kind of unsafe-safety we had through possession and identification, and of gaining by slow stages that safe-unsafety which arises from becoming more and more properly indifferent to what other people say about us or can do to us. For as we find ourselves and begin to realize that the kingdom is within, we understand that inability to do wrong is for most people neither virtue nor strength, and is stagnation rather than life abundant.

Weakness cannot be goodness. The baby cannot be good in any sense except as a good baby, that is, as a thoroughly self-centred, dependent individual. We should neither worship weakness and call it goodness, nor despise it and forget that everything has its opposite within it; weakness within strength, strength within weakness. Life is full of paradoxes. Baby was once inside mother and yet completely dominating her life. In every first lie there is more truth than in a fear-begotten "telling of the truth." In every rebellious adolescent there is a one-day responsible man or woman. Again, father must be so gentle at first if he is to be useful and effective in his firmness later on. School must be something of a home if it is to be successful as a school.

The early unity of a child and mother is one in which the child is chiefly creature, and but little of the creator. Gradually the creature must himself create, taking his own risks, making his own contacts and taking the shock involved, without resort to evasion and scurrying back to possess his things, his people, or his god. Only creative living is godlike.

The seeds of flowers and fruit lodge in the earth; we do not worry on that account for we know that the earth is not the flowers or fruit; nor do we pull up the roots to observe progress. It is not so easy to recognize the child as something distinct from his passing phases. Let us, where children are concerned, have that higher knowledge that is faith and challenge their

spirituality by not denying them their earth out of which *they* grow. We need not fear that in so doing we are using the words "natural" and "spiritual" as alternatives; not that our respect for the laws of growth will force us to dispense with ideas and ideals. It will certainly teach us the art of good timing as we appreciate more and more fully the privilege of guarding, in varying degrees, the children in our care from what is too good or too bad to be true, and of introducing them gently, but firmly, to such values as we have realized within ourselves.

I have been glad to write a preface to this book because it is a wise book and shows love in action; because its writer has not set out to instruct her readers so much as to move them to a deeper respect for children and a grander patience with them as growing creators; and because it is so full of that rare common sense that comes from an active living appreciation of the paradoxes that reveal life as bigger than any explanation of it.

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February, 1939.*

INTRODUCTION

DIFFERENCES in children can be both puzzling and stimulating. Vast differences appear within the same family and between children of the same ages and, in spite of great divergencies in personality, there are certain recognized characteristics which may be expected at certain stages of growth. These mark off one well-defined group from another and call for special understanding and treatment. What is normal at one stage would be quickly detected as unnatural in another. For instance, the fantasy of the little child would be out of place with the ten-year-old and the moodiness associated with adolescence would cause some concern at an earlier period.

This brief introduction will serve to show how wide a field opens out before anyone willing to undertake serious child study. In order to study behaviour it is necessary to know what to look for and to have a standard for comparison. That means a considerable knowledge of child psychology from different angles.

This little book is written especially for those who are working with children, but who have not had the advantage of a full course of training in psychology. Although not intended so specifically for parents as for teachers there is much in it to meet their needs. It covers too much ground to deal fully with all the different aspects discussed, but its aim is to give a general viewpoint and to set down in simple language some of the more recent thoughts about the psychological development and difficulties of children. At the same time it is hoped to stimulate further thought and study for those who can get together in groups; in Study Circles, Training Classes and elsewhere. On a subject so complicated as child

psychology "two heads will always be better than one," while more than two will be better still.

The book has been divided into sections, although in most cases the chapters are complete in themselves. Each section is planned so that it can provide material for a short course of discussions, but it is also possible to select the most suitable chapters from the different sections to make up a course. For instance, for a group of Primary teachers there could be a choice between taking either the whole of Part II or only Chapter VI out of that section, followed by either Part III or Part IV. In the same way Junior teachers could choose the chapters which apply more especially to their work. A suitable selection could also be made for Parent Groups, Women's Institutes, Guiders, Club Leaders, etc. It is hoped, however, that when possible, each section will be taken in turn. No suggestions for discussion have been given in connection with Chapters III, IX and XIV as these serve as introductions to those which follow. A limited number of books for further study are listed at the conclusion of the book.

E. MILDRED NEVILL.

PART I

CHILD STUDY

CHAPTER I

The Value of Child Study

NO one presumes to build a house without the knowledge possessed by the building trade, neither does anyone expect to make the most of his garden without studying the habits of plants. In the same way adults who set out to teach or guide children and adolescents are not likely to be successful unless they are prepared to study them. It might be argued that as all adults have once been children, special study should not be necessary, but this, unfortunately, is not true for reasons that are not far to seek. In the first place, past experiences are coloured by the adult's temperament which may be of quite a different nature from that of the child under consideration. Then, with increase in age, perspective changes; and as the experiences of childhood melt into the background they are apt to become distorted, so that true interpretation is difficult and sometimes impossible. This is particularly the case when adults are suffering from serious emotional conflicts which, unconsciously, they seek to solve through their relationship with children. One of the hardest things in life is to be absolutely honest about personal weaknesses and maladjustments.

Child study should help everyone who undertakes it to face facts with greater courage. Thinking out problems connected with children and adolescents will often lead to a greater understanding of one's own behaviour, but its primary object must always be the gaining of greater insight into the needs of each growing child. The attainment of an attitude which can be at the same time sympathetic and detached is no small achievement and is rarely found in those who have not been

ready to learn from children and put their own preconceived ideas aside. An open mind, keen powers of observation, a sense of humour, an ability to sift information and to make deductions are all necessary adjuncts to a basic, sincere regard for young people.

As it is true that some men make better builders than others and some succeed in a garden where others fail, so is it true that some people possess more natural understanding of children than others. But even so, the mistakes that can be made are so far-reaching in their seriousness that it is not worth risking ignorance. One ill-constructed drain-pipe may make a house damp; pricking out plants too soon may mean that they will be nipped by the frost instead of growing into strong, healthy plants. So will faulty discipline cause great emotional disturbance, while trying to force growth in children must defeat its own end.

It is sometimes said that it does not matter what an adult says or does to a child so long as his attitude is right, but it might be added that an attitude is not built up in a day and the right attitude is not easy to acquire. It is always important to keep the broad issues in mind, otherwise there is danger of becoming so interested in the details of child behaviour that the main trends are overlooked. But it is equally important to have studied how these issues manifest themselves in detail.

In any case, it is one thing to be reasonably understanding with a small child and quite another to be sensibly sympathetic with an adolescent. Some people are much more successful with one age than with another and this is only to be expected; but the study of all the different ages would seem important for full understanding. This is the plea for covering so much ground in one small book. With whatever age people are working they cannot possibly be fully equipped unless they have made a study of those both older and younger than the ones in whom their chief interest lies.

Methods of handling children must, of necessity, vary somewhat according to their age. The supreme importance of a general attitude of respect and consideration holds good

throughout, but the lessening of the element of protection, because of the increasing independence as the child grows, naturally modifies the relationship between the child and adult. (The greatest change takes place when adolescence is reached. Then the adult needs all the wisdom and knowledge he can acquire if the inevitable storms are to be weathered successfully.)

Special study, by widening knowledge, guides the student in different emergencies. If it did little else it would be valuable in showing what to expect at different ages and what kind of troubles to be on guard against in a variety of circumstances. It is most important to be able to detect certain kinds of problems in their early stages, remembering that the ones likely to have the most serious consequences are probably not those most easily detected on the surface. {Besides, only a close study of children can help towards differentiation between the difficulties natural to growth and development, and those which are abnormal and in need of treatment.

With greater knowledge and experience there should gradually grow up a greater sensitiveness to the real deep needs of children and, therefore, greater wisdom in satisfying these. It is necessary to know when to take matters seriously and when to let things slide, when to be silent and when to speak, when to be definite and when vague, when to assert authority and when to give freedom.

Not only is it important to observe behaviour with understanding, but also to say and do the right thing at the right time without too much conscious thought. For this it is necessary to establish an attitude by living with it, for only such a matured attitude can be truly effective.

CHAPTER II

Child Study Material and Method

GRANTED that there is need for child study, we must next consider which are the most effective methods to employ. These must vary according to circumstances, but it seems best to detail several different methods, in the hope that readers will find at least one to meet their own special needs. Where possible, more than one should be tried.

In the first place let us consider the different ways of arranging the available material, and the possible grouping of subjects for short series of discussions:

1. The different age groups, such as pre-school, primary, junior and early and later adolescent can be taken separately, and a general survey made of the characteristics most associated with them, not forgetting to make comparisons the one with the other.

2. Any one age group can be taken by itself and a more detailed study made, possibly from the different angles of intelligence, emotional and social development, play and recreational interests, as well as moral standards and religious values.

3. A series could be planned taking different types of children each time, such as the clever child, the dull and backward, the artistic, the practical, the introvert (shut in and reserved), or the extrovert (expressive and sociable).

4. The emphasis might be upon different influences at

work on children, taking the home versus the school, outside agencies, the cinema, relations, friends, etc.

5. Definite behaviour problems could be studied, such as lying, stealing, disobedience, sex troubles, lack of concentration and bullying; or personality disturbances, such as instability, excessive day-dreaming, timidity, self-consciousness and sense of inferiority.

6. Literature may often supply valuable material for discussion. The definite study of such books as *Oliver Un-twisted*, *Edward and Marigold*, *Illyrian Spring*, *High Wind in Jamaica*, *The Dew on the Grass*, *Joan and Chalk and Cheese* will be helpful. Or, remembering that Dickens was the first writer to give child characters a position of importance in fiction, a special study of his books—*Oliver Twist*, *David Copperfield* and *Dombey & Son*—or characters such as Jo, Smike, The Artful Dodger, Bayley, Peepy Jellaby and Little Nell, will provide stimulating material. Perhaps the published stories of the early days of famous men and women are better still, for here there is the advantage of reality, and it is often possible to trace the early influences in later life. There is no end to the biographical material available in this connection, but if one book should be mentioned above any others, it would be *Early One Morning*, by Walter de la Mare.

7. A series of studies can be based upon individual children, preferably those known to the group. In this case full details need to be collected about the child and reports given on his behaviour in as many different kinds of circumstances as possible. This type of approach has purposely been mentioned last as it would more fittingly follow one or more of the others. In this case, some knowledge of the child's home is essential. The purpose of child study in a group is to stimulate thought and to educate feeling. It is all too easy to take a superficial view of children unless open-minded and sensitive to their varying needs. There is no great difficulty in observ-

ing behaviour accurately, but it is another matter to understand the true significance of it, and to react at the time in such a way that the child is strengthened rather than weakened.

Things are not always what they seem. Appearances may be most misleading, so that highly-important issues are overlooked. For example, punctiliousness or extreme tidiness may be the result of a sense of guilt, while shyness may be a protection set up against demands that are too heavy. It may be that a child who hangs her head and cannot bring herself to speak above a whisper with a stranger has the most violent outbursts at home. It is also possible that good manners may have been so artificially stimulated that seeds of insincerity have been sown.

On the other hand, there are certain characteristics which are associated with certain types of children, and a few minutes' conversation or play with them will reveal much to a careful observer. To take an extreme case, it is easy to distinguish the mentally defective type known as "mongol." Usefully enough, an example of this kind also brings out the fact that it is dangerous to attach a type label to a child, for there are different grades of mongols with varying abilities, although certain characteristics are common to all. ✕

As a general principle it is well to remember that whenever a child deviates far from the normal of his group there must be some reason. The first essential is to know whether the reason lies in the inheritance of the child, or whether it is due to environmental causes. Often it is a combination of the two. In any case, when considering tiresome behaviour, a student of child nature needs to look for the reason however far it is buried in the past. Nothing less than a sympathetically scientific attitude will be of any use in the one who seeks to disclose true causes, and knowledge will need to be tempered with common sense in deciding whether a remedy is necessary and, if so, how it is to be administered. At all costs a dogmatic attitude must be avoided.

When studying individual children it is helpful to have a definite system, and to record details under suitable headings. The following outline is given as some guide:

1. *Home Background.*

- (a) Type of home.
- (b) Members of family—brief description of mother, father, brothers, sisters, and any other relatives in close touch with the child.
- (c) Relationship between the parents.
- (d) Relationship of child to the parents.
- (e) Standard of behaviour expected at home.

2. *School Environment.*

- (a) Brief record of schooling up to date.
- (b) The child's attitude towards school. What subjects are preferred?
- (c) Report from the school.

3. *The Child's History.*

- (a) The circumstances of birth and any special difficulties in the first year.
- (b) The age of walking and talking.
- (c) Any physical disabilities, such as poor teeth or lack of muscular co-ordination, defective eye-sight or hearing.
- (d) Details of any illnesses, operations or accidents.
- (e) Any peculiarities, such as stuttering or left-handedness.
- (f) Any knowledge of habits such as thumb-sucking, nail-biting, bed-wetting or masturbation.
- (g) Habits of feeding and sleeping.
- (h) Extent of sex-teaching given.
- (i) Any incidents which throw light on the present condition of the child.

4. *Home Treatment.*

- (a) Father's opinion and attitude towards the child.
- (b) Mother's opinion and attitude.

- (c) How far are the parents in agreement?
- (d) Type of discipline in the home.
- (e) Child's reaction to any others in the household.

5. *Friends.*

- (a) Does the child make and keep friends easily?
- (b) Kind of friends chosen.

6. *The Child as a Person.*

- (a) *Intelligence.* Can the child adapt easily to circumstances and reason well? Is he fully alive to his surroundings? Information in regard to speed and accuracy of thought, attention, concentration, memory, imagination, as well as general knowledge and interests.
- (b) *Emotion.* Special study of any tendency to emotional disturbances connected with fear, anxiety, anger, self-assertion, curiosity, jealousy, etc.
- (c) *Temperament.* How far is the child's temperament responsible for attitudes towards him? Is he optimistic or pessimistic; shut in, timid and retiring, or light-hearted and expressive; sullen and discontented, or impetuous and excitable, cautious or confident?
- (d) *Character Traits.* It is also useful to know how far the child is forceful, ambitious, independent, impatient, persistent and aggressive; how far trustworthy, considerate, conscientious, industrious and orderly or the opposite. Social qualities, adaptability and powers of leadership, degree of selfishness, sense of humour and self-critical faculty are also worth noting.
- (e) *Chief Interests.* How does the child like to spend free time? What are his special interests and hobbies?

The above has been given in detail in order to show how much there is to know about any individual child before a true perspective can be gained. It suggests the kind of record sheet used in Child Guidance Clinics and in the form given

could only be filled up by a trained Social Worker. It may, however, serve to guide the organization of incidental knowledge gained about a child under discussion.

In using a general scheme of this kind important issues may emerge at any moment and need to be followed up. When a child is definitely difficult it will naturally be necessary to obtain a complete story of the actual trouble and to determine whether the chief contributing factors responsible are in the child himself or in his environment.

In planning for group study there must of necessity be a leader, but that does not mean that he or she should do the major part of the work. As a general rule the most skilful leader does the least actual talking. The art lies in guiding the discussion into the most fruitful channels.

The material used will determine to a certain extent the method of approach, but a few suggestions can be given:

1. Choose a subject well in advance so that everyone can come prepared to contribute to the discussion which the leader introduces, with the help of well-chosen questions and provocative statements.

2. One member of the group can be chosen to prepare a short introduction.

3. Two can decide to take contrasting points of view and open an informal debate.

Suppose, for example, the subject under discussion was "The Untruthful Child," it would be possible for (a) everyone to come with examples of children's lies and information about their own attitude towards truth at different ages, or (b) for someone to prepare a provocative paper suggesting lines for discussion, or (c) for one to represent the view that children are naturally truthful, and another that they tell lies all too easily, and open a debate on the subject.

In general discussions the difficulty will be to round off at the end without leaving too many loose ends, but if thought

has been stimulated the main object has been achieved. In any case, it should be possible to sum up the main findings, and it is generally wise to keep clear, concise notes for subsequent reference.

There are, of course, many variations of these general methods. For instance, with some subjects a number of different aspects can be chosen for treatment by different people, but it will be wise not to try to cover too wide a field. In other cases, observations on children can be linked with the more academic kind of study, and books will play an important part. To stimulate further reading will always be one of the aims of child study, but reading alone, without actual contact with children, is of little use.

PART II

GROWTH AND DEVELOPMENT

CHAPTER III

Growing Up

ON the surface it may look as if growing up is a smooth and easy process, following a normal, logical course month by month and year by year. In point of fact, however, it is anything but smooth and easy. In the first place, it has three different aspects, physical, mental and emotional; and development rarely follows an even course along all these lines. We know that growth starts in babyhood, but when does it end? Mental development reaches its highest point at about sixteen, but physical growth often continues longer than that, while the question of emotional development is quite another matter. We may seriously question whether anyone ever fully grows up emotionally. Looking deep enough everyone will find some signs of immaturity, some form of arrested development. However, the need for reaching maturity is universally felt and the ultimate aim in all dealings with children should be to help them towards becoming *whole* people, well adjusted to the demands of life, independent, self-reliant, sufficiently free from the slavery of self to serve in singleness of heart.

This end cannot be achieved unless each stage of growth is lived through in an atmosphere of trust, understanding and confidence, which three words can be crystallized in the oft-repeated word—security. Every stage has its own contribution to make towards the complete picture, each developing slowly and naturally out of the one before. No stage can be skipped nor can any part of one be left out, mishandled, or forced out of place, without some mark being left on the personality. This is a solemn thought and it must also be remembered that it is just because human nature is so difficult

to understand, and because children have not been able to grow up to their full stature of manhood and womanhood, that we fail so often in human relationships, between individuals as well as between races. It is, indeed, not until we can grow a race of men and women free from prejudices, pettiness and self-seeking that we can hope to achieve world peace.

It would seem, therefore, that it is not for nothing that emphasis is beginning to be put on the importance of the first year of life. A State that concentrated on making it possible for mothers to give their babies an absolute sense of security would surely have a policy which would have far-reaching effects but, as will be seen later, that does not mean only seeing that the right amount of nourishment is forthcoming. The child's need goes much deeper than that.

Nor does it mean that if the first year is successfully weathered the child's life will, of necessity, run an even course. There are many possible pitfalls in subsequent years as the child's horizon widens and difficulties of understanding arise.

Each stage has its own dangers and opportunities. The baby all too soon becomes the toddler who, in turn, when sure on his feet and active in mind and body, is more generally called the pre-school child. At five he normally becomes the school child on weekdays, while he is the Beginner at Sunday School, but the Primary stage is another well-defined period. From the age of eight the greater independence shown in the Junior period needs fresh understanding, while the early and later adolescent stages are perhaps the most difficult of all.

Besides acting as a challenge, the child's ever-changing horizon also has a disturbing influence. The constant acquiring of new strength, skills and knowledge, creates a restlessness and an instability which is inevitable, but which can be gravely misunderstood and mishandled.

There is also the conflict between a desire to grow up and become independent and the wish for a return to the effortless comfort of babyhood's days. How often we hear such remarks as, "I'm very big, I'm four," or, "Watch me! See how I can jump," or, "I've got pockets like Daddy." Another

day, however, when he is not in quite such a confident mood his voice will change and there will come a plaintive, "No! You do it, Mummy, I can't. It's too big, it won't go in," while at his play he may suddenly say, "I'll be a baby who's ill and you be the doctor."

Time passes and the same tendencies show themselves in the adolescent. Youth boasts, "That's easy, a babe could do it," yet in his heart of hearts he is afraid he will do it badly. We watch him at his sports as he goes all out to win, wanting thereby also to win approval. Do we realize how he has to hide his pride in achievement because he is afraid it would be frowned upon? He refuses to be called "stuck-up" although, of course, he feels it. He must hide it, and so the result is he is intolerably boorish at home for the time being.

Or picture the adolescent in his first smart suit. Perhaps it is the extras: socks, tie and handkerchief which provide the smart touch. He does not know whether to feel proud or shy. In any case, there is an element of self-consciousness. His feelings are far more involved, variable and confused than when he was four, but have they advanced very much?

As the adolescent's powers develop and expand he is expected to settle down and become established in confidence, but for many the pace is forced, so that they fall by the way. So much depends on what happens when they stumble in their attempts to cast away the pattern of childhood and accept the adult model. An adolescent too, may say, "I can't, your world is too big and bewildering. I can't see how I fit in." So, maybe, he develops some means of attracting attention to himself or falls ill and with a sigh of painful relief goes to bed. "Now, at least, for a time I have no more responsibilities, no cares. It will be only right now for my mother to look after me."

But few experiences are of long duration. They come and they go, the good with the bad, the helpful with the injurious. Boys and girls and young people frequently stumble and fall in their hurry to chase away their bogies and to grasp life's varied experiences. Sometimes, because the adults fear that

they will fall too heavily, they are over-protected and so prevented from gaining useful experience, or maddened to such an extent that they break away from the restraints and, losing their sense of proportion, do fall headlong into real danger.

It is sometimes ignorance which causes a downfall, or maybe the failure of someone else to hold out a helping hand at the right moment. There is such a thing as not giving enough help as well as giving too much.

In any case, the process of growing up, or making some sort of adjustment, goes on inevitably. There is little that can stop the physical and mental, but much that can hinder the emotional development in all its different aspects.

CHAPTER IV

The Baby

THE attributes of babyhood can be looked upon either as dangers or as safeguards. In point of fact they are both. The helplessness of the infant in arms, which demonstrates his utter dependence, ensures the loving and devoted care of those around him, although at the same time, the baby's very limited weapons of defence mean that he is at the mercy of those same people. His ability to cry means that he is not altogether inarticulate, but at first his cry is so undifferentiated that interpretation is left to the knowledge, ingenuity and imagination of the mother and nurse. In any case his power to make himself understood is very limited. This is sometimes thought to mean that he has little to express and is not very alive to his surroundings—that, in fact, he is too young to be influenced by external happenings. There could be no greater mistake. His attractiveness is, however, a great asset, except when it means that he is constantly brought into touch with a confusing number of adults.

Few people fall so low as to ill-treat a helpless and dependent baby, although many, by their careless or ignorant, although often well-meaning, treatment unwittingly make mistakes which have disastrous results in subsequent years. The psycho-analysts have made this abundantly clear. There are, however, also those who have the proverbial "little learning" which creates an atmosphere of fear. They cannot trust themselves, but follow a routine so rigidly that the special, understanding love and care which the baby needs so badly from his own mother is denied. There are many forces at work today to prevent the full functioning of the maternal instinct,

although at the same time there are signs of a greater understanding of its true and subtle significance.

It would be foolish and unjust to belittle the work of Infant Welfare Centres and kindred organizations. Mothers have proved that they are only too willing to profit by the type of expert help which they can give, but it may be that sometimes a mother needs to forget all she has ever learned about baby care and just follow the dictates of her own instincts. It is possible to follow too rigidly a routine that would suit nine babies out of ten, but would only be harmful to the tenth. The early security that is given by the devoted but at the same time intelligent, commonsense mother, is just what the child requires. The real point of issue here is, however, that physical care is not everything, the attitude of the mother is of prime importance. The psychological aspect of the situation therefore needs fuller treatment.

The utter dependence of the baby on the mother in itself ensures the continuance of the strong bond already formed. The baby demands that he be kept supplied with all his needs in a comfortable and well-ordered environment. He has little use for anything which is not directly concerned with his bodily comfort. As the mother is the recognized source of all comfort and satisfaction, she is in a privileged position in regard to making her baby feel safe and secure. As the source of his supplies she remains for some time the only really important contact in his restricted world, while the deeply personal relationship which exists between them is a source of satisfaction in itself.

At first the baby has no knowledge of other claims upon his mother's time and attention, but feels himself to be her only concern. This should right itself in due course, but the knowledge that he has to share her with others needs to come very gradually. This is why it is important for her to be available when his needs are urgent.

Even although a baby may be apparently at one with his mother when enjoying the warmth of her nearness, and having his needs supplied, this oneness cannot be complete unless there

is a mutual enjoyment of each other. In so far as the warmth and the nourishment have soon to become two separate things, it is all the more important that they should at first be one in a real sense. A baby soon senses the fact if the mother's attention is diverted from him while he is being fed, and such a situation, especially if constantly recurring, may start feeding as well as emotional difficulties.

It is therefore of vital importance for the mother to consider the baby before herself. For women who are not capable of this there are pitfalls ahead. It can easily be seen that if a mother's love is a selfish, self-centred one, resulting in an attitude of proud possessiveness, the seeds of conflict in herself and in her child will soon be sown. If all goes well during the time he is an infant in arms she may get the satisfaction she craves, although the constant demands made upon her time and patience may prove more than she can bear without making the child suffer. When, however, the child begins to assert itself there will inevitably be a clash of wills, a sense of disappointment and mutual frustration with subsequent difficulties of all kinds. It is the love which is capable of concentrating on the baby's well-being and enjoying it, apart from any other more limited personal gratification, that is the only sure foundation for future happiness.

It is not true, therefore, to say that a baby is insensitive to his surroundings. If anything happens which can be interpreted as neglect it is unconsciously felt and resented. This resentment, because it is unconscious, will naturally become associated with the all-important mother herself and be likely to create an anxiety situation. If the baby could give vent to his vague fears and feelings there would not be the same danger, but frustration and deprivation can be felt at a very early age and cause emotional upsets which result in a sense of insecurity.

Trouble frequently arises when a baby is overwhelmed by hasty, harsh or fussily nervous treatment which so easily disturbs his sense of well-being. In his helplessness he is incapable of protecting himself against the invasion of outside

forces and naturally cannot interpret experiences with any accuracy. All the same, as has been suggested, he is capable of far deeper feeling than is generally recognized and can catch a disturbing atmosphere or be seriously upset by treatment which breaks into his pattern of life.

When occasions arise which appear to shatter his well-ordered world it stands to reason that the baby needs reassuring, so that the idea of leaving him to cry his heart out cannot be justified. A baby can be genuinely frightened and if such is the case he should be comforted. How can he be sure of the love of a mother, or of anything else, if she deserts him when he needs her so urgently?

As anything new and strange can produce fear and anxiety there is no wonder that troubles often arise in connection with weaning. This should, therefore, take place gradually, while the introduction of any new food or method of feeding needs the greatest possible care. Any new experiences may have a dangerous element, but growing up presupposes constant change and adjustment so that the child must learn to accept and use opportunities for expansion. As the physical strength increases, greater demands are made. At the same time, ability to deal with more and more complex situations comes with experience, while greater self-mastery and self-control are signs of healthy development. The baby learns a great deal in his first year, and if he is in a secure environment, free from undue strain and anxiety, there is no reason why he should not accept the new experiences as they come and learn to overcome the difficulties associated with them. Much depends, however, on the method of presentation, so that the importance of wise handling in infancy cannot be over-emphasized. The pattern of later behaviour is laid down in these early months.

The choice of play material, the opportunities for experimenting within the bounds of safety, the gradual development of the senses and dawning knowledge of every-day things, the discovery of power over things and people, the danger associated with the bodily functions and the importance of the emotional life of the baby all deserve full discussion, but this chapter

cannot do more than serve as an introduction to the subject of the baby, in the hope that those who read will feel the urge to make a fuller study of it.

SUGGESTIONS FOR DISCUSSION

1. Make a study of the circumstances that can arise which shatter the baby's sense of security. How far and in what ways can the baby be protected from these?
2. How can fear of the dark and of strangers take root in babyhood? How can they be avoided?
3. What should be done if a baby cries?
4. What are the essentials for satisfactory, happy babyhood?
5. What harm can it do to scold a baby?
6. Discuss the relation between the weaning of a baby and the more subtle weaning which is necessary before an adolescent can enter into his adult heritage.

CHAPTER V

The Pre-School Child

NOT long after the child's first birthday a new stage of development is reached. This is associated with the early attempts to move himself along instead of being carried. With the power to crawl, climb and walk there opens up a new field of exploration; fresh dangers emerge and learning goes on apace. The second and third years of life are characterized not only by steadily increasing bodily co-ordination but also by the development of speech which is perhaps the most wonderful happening of all.

There is a special fascination about the early attempts of a child to imitate the movements of those around, so that adults are frequently in danger of showering an unwise show of admiration upon the toddler. On the other hand he is still all-important to himself and learning is not always easy, so he needs the encouragement that attends approbation. What is harmful, however, is the all too frequent exaggerated comment and inconsiderate laughter which either make him show off or shrink from making effort. *To treat a little child with respect is one of the first essentials of good management.*

It is not suggested that a toddler is easy to manage. In many respects the second and third years are the most difficult, and many a weary mother is thankful that the little child can spend so much of the twenty-four hours asleep, and so leave her free from the constant supervision which is necessary when he is awake. A child who is a bundle of instincts, which he wishes to express and does not see why he should control, cannot fail to need consistently careful handling. His own comfort is of necessity still his first consideration, and anything

which comes between him and his desires gives him the impression of being wholly thwarted. The natural reaction to thwarting is anger, and anger leads to hate; so it comes about that the toddler becomes stirred to the depths of his being by conflicting emotions. Fits of obstinacy are bound to occur, and the love which has been steadily growing gets rudely swept aside, although, fortunately, as a rule it is reinstated just as quickly after the storm is over.

The child is therefore characterized by lack of patience and perspective. He lives in the present, ability to link the present with the past and future comes very gradually. For the time being he is completely absorbed in the events of the moment. It is no good saying, "You remember"; he doesn't; or, "If you are good now, I will let you have it tomorrow," he is not in the least interested. He wants what he has set his heart on and he wants it *now*. He cannot picture the morrow. It is too far away. Fortunately, it is comparatively easy to turn his attention to other matters as his interest is short-lived, but only infinite patience and cultivation of the right perspective on the part of adults can help children in their turn gradually to acquire these qualities. No aspect of growth will be sound if forced.

Life to the toddler must often be bewildering. He is being gradually led to see that others besides himself have feelings and wishes. Sometimes he is powerless in the face of adult opposition, although at other times the situation is in his hands and he can exert his power with varying results. It is the inconsistency of things which is the hardest to bear and makes adjustment so difficult. He is taught to throw a ball and is praised for his skill, but when he does the same with an egg he meets with nothing but disapproval. This is all the stranger, because the throwing of the egg gives him more satisfaction. By a single throw he has succeeded in changing completely the character of the egg, this is surely from his point of view a most satisfactory achievement, giving a sense of power.

The alternating triumphs and failures which come to a small child make up his daily life and, provided he is not hedged

around with too many petty restrictions and is allowed to experiment in safety, within a well-ordered environment, his development should proceed apace. It is important, however, for him to be provided with play materials which enable his triumphs to outnumber his failures as, unless he is constantly encouraged by success, he will be inclined to slacken his efforts.

It is at this early stage that children learn most from adults and need the wiser handling which only they can give. They turn naturally to the grown-up for play interests and feel safer in their presence than with other children. As a rule, before the third birthday, children have very little interest in others of their own age and prefer the companionship of adults. After that time, however, contact with other children becomes of far greater importance and everything possible should be done to bring them in contact with others of their own age. Nursery Schools are quite as important from the psychological as from the physical angle. Most Nursery Schools, too, are excellent introductions to the principle of parent-teacher co-operation, which is going to mean so much to everyone concerned.

It is the development of clearer and more varied speech which makes contact with other children possible and satisfactory. An adult has an understanding of a child's unexpressed and half-expressed wishes but, even if he could understand, one toddler would be far too absorbed in his own interests to respond to another in a wholly satisfactory way.

(The growth of vocabulary goes on apace in the second year. One investigation showed that between fifteen and twenty-four months the average number of words learnt by a group of children rose from 19 to 272. By five years all the basic forms of speech have been learnt.)

(The child increases the size of his vocabulary without any conscious effort, although with added stimulus he may make greater strides, the value of which must frequently be in doubt. In any case he soon finds language to be a useful weapon which he can use in the service of natural curiosity and his desire to please—while it also enables him to explain and to exert his

power. His understanding is always far in advance of his ability to express and his explanations are rarely as clear to others as they are to himself. As the child grows older it is often humiliating to him to know that he cannot convey the meaning he wishes, although he usually assumes that others understand the thought which lies behind rather than *in* his halting words. /

The very learning of language must of necessity bring with it much confusion of thought. At times words appear all powerful and at others mere nothings. Again there is inconsistency. Words also become confused with voices and faces. The same words said by two different people seem to mean two different things. Daddy says, "No" in one way and mother another. One is a definite negative and the other seems to mean "Perhaps," and is worth pressing further to see what happens. So do problems in discipline arise.

To take another example. One day a toddler says, "All gone" and more arrives, later he says, "Can't" and someone comes to his aid, while, when he practises one of his new words (possibly one he was not expected to learn), there is no response. Another day, however, when wanting more he tries his usual, "All gone," and no more arrives, or he says, "Can't" and he is told he can and is given no help, while he tries his new word and is met by scolding, which seems most unjust. Possibly, he then realizes that these words are very useful weapons to pay back those who misunderstand and thwart him. Most children also learn the use of "I hate you," and use the phrase to compensate in some small measure for feeling small and insignificant in the presence of powerful adults.

(This brings us to a further consideration of the emotional development of the young child. Anger, fear, curiosity, the emotions connected with love of self and others, are always near the surface and ready to overwhelm the personality. Jealousy can show itself at a very early age and become devastating in its effects. More will be said about these in the section on difficult children, but a few general remarks should be included here.

The little child is at the mercy of his surroundings and unable to protect himself against external happenings, so that special care needs to be taken to prevent terrifying experiences. The situation is made all the more dangerous in that at an early age the child cannot put his fears into words. The lack of spontaneous expression means that the seriousness of the situation may pass unnoticed, so that the needed comfort and reassurance may not be given. In this way foundations are laid for neurotic fears in the days to come. The child also frequently becomes afraid of his own inner thoughts associated with his aggression and this may set up a conflict which affects his happiness and consequently his behaviour. The developing of conscience is fraught with much danger. The conflict between "I ought" and "I won't," can be a very serious one, and is sure to develop if the child is overloaded with moral obligations at an early age.

It is right and proper that a child should be capable of becoming angry. At first his anger is restricted to occasions when he himself is thwarted. It is some time before he is able so to enter into other people's feelings that he can be angry on their behalf. If a child becomes angry too often, the cause should be sought, as too frequent outbursts show that all is not well. It often means that insufficient outlet is being given to the child's developing personality, or that the demands being made are too heavy. It is important not only to keep anger within bounds but also to direct it effectively into healthy channels. One of the signs of emotional immaturity is the self-centred anger which breaks its bounds with small provocation. It is wise, therefore, to avoid as far as possible occasions which might arouse the child's anger, otherwise patterns of behaviour will be formed which may be difficult to throw over later.

Curiosity, the child's desire to assert himself, and his affection for those who look after him, all help him to learn and to adjust himself to his surroundings. In fact, all the different emotions and urges play an important part in his development and each in turn has its special dangers. Curiosity

needs to be satisfied and guided, self-assertion has to be set limits, but if his confidence in his parents is unshaken, and he is satisfied in his loving and being loved, other troubles generally sink into insignificance. The important thing is for nothing serious to disturb the atmosphere of emotional security surrounding the child.

This is all the more important in view of the fact that the little child is intellectually as well as emotionally immature. One of the joys of watching a little child develop is to see the ever-increasing ability to understand, to associate ideas, to reason, to use imagination and to remember. The flashes of insight are often so striking that it is hard to realize that knowledge and experience are so limited, but a child's logic is not that of an adult and due allowances must be made for apparent contradictions and inaccuracies of statement.

Imagination plays a large part in the life of the pre-school child. It helps to make up for the lack of knowledge, experience and skill. It is, for instance, very useful to be able to read more into a very primitive drawing than meets the eye. Ideas come before clear concepts, so that when a child has learnt the word "house" he can draw a scribble and call it a house whether it bears any resemblance or not. His imagination supplies what the drawing lacks. The absence of critical faculty is also well illustrated here. A pre-school child can also place himself in imaginary situations, living out in his own world experiences that he has witnessed, or about which he has heard. In this way he enlarges his understanding and sympathy and lessens his fear of new and mysterious happenings. Play which is based upon imagination also gives vent to pent-up feelings and provides an outlet for fantasy, and so becomes a valuable aid to adjustment.

From this it follows that if a little child is to grow up into a satisfactory social being he needs much patient handling and understanding. There are many circumstances which can mar his happiness and prevent his full development. Most of the difficulties with which we have to deal in older children have their root in the first five years, so they are worth a close study.

Wherever these small children are, in the home, Nursery School or Beginners' Department, the importance of a calm, positive attitude cannot be over-stressed, for a little child is sensitive to the moods of those around and is quick to catch fears and anxieties and react to emotional disturbances of all kinds.

Children need an atmosphere of trust and confidence, where they can be shielded from harm, guided in their emotional life, have opportunities to test their powers and develop new skills without undue strain.

SUGGESTIONS FOR DISCUSSION

1. Discuss the chief dangers of this period.
2. In what ways do three-year-old children differ from two-year-olds?
3. Picture a day in the life of a toddler from the toddler's point of view.
4. What kind of play materials are most suitable for children of these ages?
5. A child of three refuses to eat his dinner and begins to throw it about. Which is the best way to treat him?
6. Make a list of the most important rules to remember when dealing with the pre-school child.
7. Make a study of the words first used by young children. How do pre-school children express meaning without words?

CHAPTER VI

The Primary Child

WITH the coming of school days the child enters a new phase and his horizon widens considerably. If he has been over-mothered and not allowed to expand to the limits of his capacity he will find adjustment hard. If at the same time he is of a timid disposition, being thrust into a large group of strangers may be a terrifying experience, otherwise he takes everything in his stride. Fortunately, the child's innate desire to grow up generally comes to his aid and provides sufficient impetus to carry him through. Often a child's first introduction into a large group of strange children is when he goes to the Beginners' Department of a Sunday School, where in the early days, he may need careful handling. It is worth while taking some trouble to make him feel at home when he first arrives, as first impressions are the ones most likely to last.

By the time the child enters the Primary Department he has generally been to day school for some time, so from a social point of view the adjustment does not present the same difficulty.

Let us now think of a typical child of six, and see what stage of development he has reached, remembering that allowance must be made for individual differences in intelligence and temperament and all that contributes to outlook and attitude towards life.

Now that the early shelter of the home has given place to a wider experience of life, the child has become less dependent on adults and so freer to seek his own interests, make his own friends and develop his own individuality. The self-willedness of earlier days is now giving place to a more ordered method of

approaching problems. With a somewhat better sense of time and a longer-lived memory, the child of six can begin to relate events and is more able to learn from experience than previously. Queer gaps and lapses must still be expected, but integration should be increasingly noticeable. There are fewer emotional upsets, while appeals to reason and good sense, if not overdone, gain more response. He has learned that there is much he has to accept, and that it is no good kicking against the pricks.

With greater experience the child is now more capable of criticism, both of himself and of others. His standards of behaviour have become woven into his being, and in accepting them he has become more responsible for his own actions. This increases his independence. At the same time he is soon out of his depth in new and strange circumstances and is still more dependent on others than he likes to admit. The habit of judging in terms of power is still strong and all kinds of achievement are appreciated, not only for their own sake as activity, but also in relation to their ultimate aim and object. The fact that it is now possible to appreciate and to work for a definite goal makes the child into an alert and eager seeker. The direction of his search is determined by the opportunities within his reach. To most, school is attractive and the child wants to learn. This is no doubt largely due to the fact that he wants to be grown up and master the skills which appear to be giving the grown-ups such useful power. There is so much they can do that he cannot, so much they know that he does not. School represents to him the door into this larger world of activity and knowledge. It will be a serious thing for him if the attitude of his parents and his teachers towards his "power urge" vary too widely. Parent-teacher co-operation can help a great deal at this point.

His desire to enter into a wider world is also shown in his games. This is the time of what may be called realistic imagination. Left to themselves, Primary children love to play at being real people—shopmen, sailors, mothers, fathers, doctors and the like. They enjoy doing the things they see

adults doing, which largely accounts for their helpfulness, while all the time they are gaining better control of body and mind. But it is all too easy to take advantage of their helpfulness, which is, naturally, a great mistake.

Play brings them more closely into touch with other children and the lessons they learn in this way are of infinite value. Competition and rivalry are inevitable, but in a community a child learns that he cannot always have his own way, that others have their rights, their strong and weak points, their different methods of approach. He learns to subordinate his own wishes to those of the group and has useful lessons in patience. He has a chance gradually to discover what makes for smooth running and happiness and what causes disruption and unhappiness and so, if all goes well, learns to modify his behaviour for the good of the community, because he enjoys sharing the life of the community and therefore prefers it to be fair and good-tempered.

Even a child with gifts of leadership learns that he must sometimes follow, and that he is not of necessity always right. Although often apparently unmoved by what people think, the Primary child does want to win approval, and will consequently modify his behaviour to this end. From a social point of view this is good, although it must be remembered that social contact also brings its dangers and it is possible for a child to be dealt with too severely by his fellows and so become discouraged, repressed and anti-social. As suggested in previous chapters, much can happen before the age of six which will make steady, normal development impossible. It is not enough to understand children, we must understand the individual child.

Imagination is still helpful in giving the child relief from the hard actualities of reality, but by this time it should be easier to distinguish fact from fancy. Highly imaginative children are still apt to relate imaginary facts as if they were true, so that they are not altogether free from confusion of mind.

If, however, these flights of fancy are dealt with wisely, there should be little difficulty. Harm can be done if the

child is treated as a wrongdoer, suggesting that he has intended to deceive. To a lesser degree, dangers arise if he gets the impression that he is being clever by taking in adults with his "tall stories." What is needed is that there should be a recognized understanding between the child and adult. "That is a lovely story. It is like Peter Pan" (or any fairy story the child has heard recently) is the kind of statement that helps towards a better perspective. Gently pointing out the difference between true facts and those which have been born in the mind, as occasions demand, will soon encourage the children to make their own distinctions, so that presently we find them saying, "That's one of my made-up stories, not a real one."

Much could be said about the more subtle and less acknowledged fantasy which a child weaves around his parents through his wish for complete possession of one or other of them. In this connection it is only great wisdom which can prevent a damaging sense of guilt. Calm acknowledgment of desires, loves, hates, jealousies, and the like is always better than blame, ridicule or any form of negative treatment. The child needs to be kept hopeful about his problems and perplexities. Nothing of permanent value is ever gained by making him despondent and miserable about failures to conform to his own or other's standards for him, especially as these are often far too high for his stage of development.

A child of six may often be unjustly blamed for misrepresenting facts unwittingly. Although naturally truthful (until it is discovered that truth does not always pay), the child is apt to make exaggerated statements and contradict himself in confusion, or in a desire to say what is expected of him. He has also a strong belief in himself and a natural sensitiveness to blame, so will often be forced into attempting to justify himself in self-defence. Some of the lies noticed in children of this age may appear foolish and uncalled for by adults, but the motive which lies behind them is always worth investigation. The inability to make clear distinctions, to relate ideas, to understand the significance of things and see consequences are

among the circumstances which may be discovered. The fact that a six-year-old child can be altogether reasonable in most things does not mean that he may not also, from time to time, produce a piece of childish logic, revealing unexpected depths of ignorance.

The Primary child's interests are still limited, and they are more restricted to his immediate environment than those of the older child. Memory is still patchy and uncertain, while reasoning often fails through lack of knowledge. Nevertheless, the amount learnt in these first few years and the powers of adaptation developed, are without doubt, a striking human achievement.

Their enthusiasms, ability to enjoy simple pleasures and readiness to co-operate, make children of this age good companions, but, as with all children, much can happen to mar their happiness and prevent their progress towards full development. It is probably better to err on the side of treating them as older than they are and appealing to their good sense. They much appreciate responsibility, although they must not be burdened with more than they can bear. If due recognition is not given to their developing personality they are bound to revolt, so that sensible, whole-hearted consideration should be the key-note of the adult's attitude.

This implies never letting them down, always keeping promises and being consistent in treatment, preparing them for unpleasant experiences which may come, watching them to see how much help is needed when they have battles to fight and never, under any circumstances, humiliating them. There should be no need for any form of punishment apart from that which comes as a natural outcome of wrongdoing. If children of this age are difficult, remember that they have not deliberately chosen their behaviour, it has been forced upon them by a variety of circumstances outside their control. It is possible to spoil them in many different ways, but with proper understanding it is equally possible to guide them safely through the dangers of the period.

SUGGESTIONS FOR DISCUSSION

1. In what ways can a child be helped to adjust to a group of children the first time he joins it?
2. Take examples of children's games at the Primary age and discuss how they help character development.
3. What are the chief hindrances to development at this time?
4. What is meant by, "It is not enough to understand *children*, we must understand the *individual child*"?
5. Discuss the value and dangers of imagination at this period.

CHAPTER VII

The Junior Child

IN the period covered by the ages of eight to eleven the characteristics of boys and girls undergo a radical change. From being comparatively easy to manage and docile, with a trustfulness which makes them turn readily to adults for help and approval, they become much more self-contained and independent, which, in turn, makes them less impressed by adults, and consequently more indifferent to their opinion.

On the whole, the Junior child is much more interested in friends of his own age than in adults. It is they who bring out his loyalty and give him the courage to seek adventure. Boys, especially, crave for the free, open-air life, characterized by Red Indians; camping, hunting and fishing are far more attractive to them than well-ordered pastimes. To shut them up between four walls and expect them to sit still and give their minds to book-learning, when they long for practical pursuits, is surely all wrong and will be acknowledged as such one day.

The Junior child is, by nature, careless and carefree, and yet most people go to infinite trouble to try and make him careful and give him a sense of responsibility before his time. He is vigorous and boisterous to a fault, full of vitality and bursting with energy, so that he is not easily tired with bodily activity, although quickly bored with inactivity.

The days for fairy stories are now passed. At this stage boys and girls want to read about the adventures which they, alas, can rarely have themselves. Fortunately, a remnant of imagination is left so that when reading they can be swept away on lonely seas to desert islands, among the savage tribes of the world. Through hardship and endeavour they follow spellbound, all the more thrilled if they know the story is true.

To a little child facts mean little, to a Junior much. Exact, truthful statements are required which can be taken literally. Subtlety makes no appeal. That is, perhaps, why sarcasm is hated so much from now onwards. Boys and girls of ten are prepared to be frank and to accept frankness from others. They have a direct way of looking at things. They are very observant of their fellows and despise weakness in them. They are inclined to be very cruel to each other in consequence, and the sensitive ones are often made to suffer more than they should. This also results in treating adults with less respect than some of them think is their due, but this is a matter largely of personal relationship. Juniors are not without an appreciation of prestige and are quick to follow and obey a worthy leader, but they soon see through shams and insincerities. Children need to develop their own weapons for defending themselves against oppressive adults, otherwise they would often be overwhelmed by the unevenness of the struggle to assert their own individuality. Their attempt to keep adults at arm's length often results in the invention and use of secret languages and codes with their friends.

The need for friendship is strongly marked at the Junior stage, although boys and girls rarely keep their friends for long. It is often a group of friends rather than one individual that is most appreciated. Little gangs and sets make their appearance during this period. What the gang approves, the laws it lays down, the secrets it has, are far more important to the Junior than any adult authority. Such loyalty should not be interfered with, unless it is resulting in anti-social behaviour. It can play its legitimate part in character formation only if treated with respect by the older generation.

It is in close contact with their fellows that children develop their sense of justice. A real understanding of fair play presupposes a wider knowledge of the world and its ways than can be possessed by the little child, and even the Junior needs a good deal of experience before he gets beyond the stage of demanding "an eye for an eye and a tooth for a tooth." Personal prejudices can only be swept aside if there is clarity

of vision, an ability to see implications based ultimately upon independence and sympathy. These are late developing, but can be aided by the right kind of experiences. In this connection it is interesting to note that clever children reach a higher stage more quickly than those who are normal, suggesting that the intellectual element in the situation is quite important.

Because the Junior has not reached the adult standard of social behaviour he still needs and appreciates a certain amount of law and order in his environment. If reasonable and not repressive he is remarkably willing to accept any rules and regulations which are for his comfort, although it must be admitted that he would often rather be uncomfortable, and we may be so much concerned with his comfort that we overlook his well-being in other directions. The general tendency is to pay far too much attention to externals and forget the inner needs and urges of the growing child. This is what often makes the Junior feel justified in obeying the letter of the law only.

In this connection a word about politeness may not be out of place. Most grown-ups appreciate politeness in children, but many do not realize that this quality is more easily caught than taught, while those who are alive to such things can quickly distinguish the children with a natural courtesy which springs from an inner niceness of feeling and those with externally imposed manners which have been drilled into them. It is when little children are still unconsciously imitating their parents that the foundations of manners are laid. The child will copy father or mother, behave as he sees them behave, say the things they say. This shows how important it is for children to be approached with courtesy as well as being surrounded by it. It is far easier to teach children to say "please" and "thank you" by remembering to make these gestures to them at the appropriate times. To insist on their use without apparent rhyme or reason causes much unnecessary irritation. On the whole, the Junior period is not a time of good manners, but if the ground-work is there, and the child is not made to feel self-conscious in regard to his attempts to

remember to do the right thing, the time will come before long when he makes up for past deficiencies, always provided that the right attitude has been established between the child and those in authority. Otherwise the refusal to comply with the wishes of the adults in this connection can act as an unconscious revenge for being misunderstood. It can cause sufficient annoyance to give infinite satisfaction, although not, of course, of a very high order.

The crudeness of the Junior's sense of humour is often a source of concern to those who do not appreciate the gradual unfolding of his powers. He is easily amused by the grotesque and greatly enjoys anything which savours of clever outwitting. Not being sensitive about hurting people's feelings, and lacking much of the knowledge from which sympathetic understanding grows, he may make the mistake of laughing at a picture of lepers because they look funny, and at an old woman who has slipped and upset her basket of eggs. A child of this age also takes a keen delight in practical jokes, and this is always a healthy sign. He must not be blamed for his apparent heartlessness. Indeed, we ought to be far more concerned about him if he does not go through these and other somewhat tiresome phases at the right time.

It will be noticed that boys and girls of this age are good at making plans, but poor at carrying them out. When, however, their organization proves itself to be at fault they show little concern, and quickly try another method. In the same way they are incapable of sustained argument, not because they cannot reason, but because they are not sure of their facts and are apt to be carried out of their depth before they realize it. Again, it is a lack of organization, this time of ideas. They are only slowly making their way out of the realm of infantile reactions and are apt to swing back to them when they are not sure of their ground. On the other hand there are times when they show surprising penetration and ability to carry a difficult task through to a satisfactory conclusion.

Generally this will be in relation to some form of manual activity. The Junior is not interested in abstractions, but

wants to work with real tools, to witness real achievement and to develop new skills. The desire to excel and to use newly emerging powers is strong and closely related to the growing-up process. After the age of ten, sustained effort of will in connection with the completion of tasks is more possible, but all through this period much experimentation is bound to take place and things half-finished will continue to be the despair of parents.

By the time this stage has been reached, certain sex differences are clearly distinguishable, although varying degrees of masculinity and femininity in boys and girls must be expected. On the whole, the maternal instinct in girls is stronger than the paternal instinct in boys, while girls are more submissive and affectionate, and therefore not so apt to clash with authority. They are also inclined to be more painstaking, better at detail and neater in their work, although boys are more methodical, self-critical and direct in approach both to people and tasks. Girls are generally more responsible, but also more conventional and readier to blame, to jump to conclusions and to pass judgment on others. They say more and do less. Hobbies and handicrafts tend to overlap but, on the whole, boys tend to prefer the more mechanical and girls the more artistic pursuits.

Although keen to go their several ways and follow their own bents, Junior boys and girls are not without their need of adult guidance. In spite of the fact that they may be outwardly indifferent they are quick to appreciate genuine authority which is free from any kind of tyranny. A certain aloofness may be necessary, and it does not do to show a weak front, but an attitude of friendliness, tolerance, good humour and confidence will always win respect.

SUGGESTIONS FOR DISCUSSION

1. Let different members of the group bring character studies of Junior children which can be discussed. Subsequently make a list of characteristics common to each.

2. Make a close comparison between boys and girls of Junior age.
3. In what ways is experimenting apt to lead Juniors astray?
4. How much external authority should they have?
5. What are the chief differences between children of eight and eleven?

CHAPTER VIII

The Adolescent

TO some it may seem a mistake to write a single chapter about adolescence, covering roughly the ages of twelve to eighteen, when there are certain fairly well-marked stages between these ages, each with its own problems. The attempt can only be justified on the grounds that the whole period is fraught with so much complexity and is so varied in different individuals that actual age is of secondary importance. That there is this stage called adolescence, for want of a better name, when a boy is slowly turning into a man, and a girl into a woman, cannot be denied. Sometimes it seems to come upon a boy or a girl suddenly, sometimes gradually, but in whatever way it comes, it implies a re-orientation to life, sailing into new seas, and taking on board new cargoes. Sometimes, though, it results in the ship being too heavily laden, so that sailing is slow and dangerous, perhaps it gets a list through the shifting of cargo in a storm, or maybe useful cargo is thrown overboard in panic. Adolescents are constantly on the move and, just as ships have to be ready to encounter and adjust to any kind of sea and weather, so they must learn to make their own way from port to port, no matter what storms they encounter. Their captains and crews are all inexperienced, so no wonder that the voyage is often longer than it should be, and progress is frequently hindered through the endless variety of hardships and mishaps that ensue. For some the progress is smoother than for others, some have better ships and charts and pilots, so that navigation is easier. Some, alas, with poor equipment, flounder and are submerged.

It is not easy to write anything worth while in a few pages

about this most complex stage. No adequate picture can be given, but it is hoped that the following outline may serve as a foundation for further study.

Much could be said about the physical side of adolescence. The familiar bodily changes begin at puberty, and show that the whole frame is maturing and adjusting itself to the biological needs of the race. These changes, in themselves, are disturbing to young people. Apart from any physical discomfort experienced there is also the mental aspect. Many growing boys and girls, especially those who have not been adequately prepared for the changes, have been overwhelmed and have secretly brooded over this strangeness that has come upon them. New, unaccountable stirrings and imaginings come and go and make them feel uncertain of themselves, the old careless freedom has gone, new responsibilities are looming on the horizon and a vague unrest is in the air.

When adolescents feel free to voice their uneasiness and put on paper their questionings, the assortment is indeed strange and varied. A secondary girls' school once presented me with three hundred written questions in three days. Many of the senior group, which included the girls over fourteen, had reached the stage when they had satisfied their curiosity in regard to the facts of human reproduction. Their questions revealed anxieties, difficulties they were experiencing in connection with home restraint, their relationship to boys, the wider application of sex related to marriage problems and heredity, with a reaching out towards an understanding of social values and the psychological implications of behaviour. On the other hand, the younger group, while also deeply interested in boys, were equally open to receive clear facts about reproduction, and were very interested in babies themselves, although they also voiced many questions connected with growing up and their relationship to their parents.

One wrote, "How can I make my parents realize that I am no longer an infant?" another, "My mother and I disagree on many points. I try to give way as much as possible, but there are times when I simply can't. What shall I do?" or again,

"Do you think it is fair of my parents to send me out of the room when discussing birth with anyone? Do you think I ought to speak about it?" Here we get the all too frequent situation showing parents who cannot realize that their adolescents are no longer children. They have come to a stage when they crave for recognition of their powers of perception and understanding. They are reaching out towards equality with adults. The consciousness that they frequently fall short is there, but is so hard to acknowledge that it has to be covered up with bluff, exaggeration and the like. What can we read between the lines in this question, "Ought you to confide in a person if you feel she won't understand you?" This clash with adults brings with it a disturbing sense of being frustrated.

Another class of question, asked by the older girls, may be characterized by the following, "Why do girls get self-conscious in company during their teens?" "What makes people shy?" "If you blush does it mean that you are guilty?" and, "What is the best thing to do when one feels worried?" also, "How can one develop a personality if you feel you haven't got any?" Here we see the adolescent's desire to grasp the significance of things. It is not easy for them to understand themselves. This emotional instability is most upsetting. Frequently they have an acute sense of being different, and with this the longing to make the most of themselves and appear well before their fellows.

They never know enough to satisfy themselves, but it often seems to them that they know more than they are entitled to, and they talk often as if they knew everything. Frequently their consciences are far too tender. This question of "ought" looms too large. They are now conscious of the importance of personal choice in the matter of right and wrong, and ask, "Why can't everything be right?" With the consciousness of the power that comes with personal choice there also comes an overweighted sense of responsibility. The adolescent has not yet thrown over the habit of agreement with adults, yet he senses that he cannot be free until he does. He longs for freedom, and yet he is afraid of it. He wants to understand

the subtleties of the adult outlook yet often feels in despair about it. The single-eyedness of childhood was much easier and less disturbing. Now that he is alive to the fact that he *must* be grown up before long, however distasteful it may be, he takes refuge in criticism. It is easier to criticize others than to blame yourself for not understanding and failing to conform to a set standard.

[He has, therefore, reached a stage of hyper-sensitiveness, being much more alive to the significance of his surroundings, his family, possessions and rights as an individual. This makes him afraid of what others will think of him personally as well as of his family. His inner loyalty is often taxed to the uttermost when he comes to realize the shortcomings of his parents. Perhaps he is ashamed of his mother's dowdiness, his father's bumptious manner, his sister's silly giggle, his brother's bad manners, or any little peculiarities he has previously found easy to overlook. This critical faculty extends to his own clumsiness and awkwardness, that irritating inability to move freely and naturally in company. How inadequate he feels! The more acute the feeling, the more inclined he is to hide it by bragging, being flippant or over-hilarious, or perhaps rushing madly into some escapade. There are some, however, who retreat into moody silence and are so afraid of making mistakes that they shut themselves off from the possibility of experimenting, and by so doing make progress impossible. These are the ones about whom anxiety should be felt. So long as an adolescent is moving, making some attempts at self-expression, however clumsily, he has a chance of learning. The only really dangerous position is the stationary one. It is better to encounter dangers than to stagnate, to sail the high seas to an unknown destination than to remain always in harbour.]

[The revolt against authority characteristic of adolescence is undoubtedly heightened where there is lack of understanding. When authority is reasonable and just, and allows for sufficient freedom, it is still acceptable, for these young people know they are not yet ready to be entirely free, they cannot sail

uncharted seas without a pilot. The whole art in treating them is to know when to be firm and to give the lead, when to stand back and let risks be taken. Sometimes it is a matter of standing back, but perhaps more often of standing by.

Intellectually, adolescents are at all stages, so it is difficult to write generally on this point. On the whole, however, they are capable of considerably more systematic thought than their younger brothers and sisters, and as intelligence does not increase after about the age of sixteen young people are, on an average, as intelligent as their parents. They can reason and associate ideas quite as adequately, although the lack of facts may make them appear less intelligent. It often happens that a difficult situation arises when an adolescent is, indeed, in advance of his parents, both intellectually by sheer ability, and scholastically through a better education. Many adults find it difficult to accept information from someone so much younger, and so make the mistake of not allowing adolescents to express their opinions in their presence, when what they need above all else is a wise and sensible audience. It is only by expressing ideas that they become clarified, and if these are sympathetically received, even if not altogether believed, the human mind has a way of re-sorting and supplementing the original ideas and subsequently reaching a more satisfactory conclusion. Adolescents are bound to have wild flights of fancy and frequently go off at a tangent and make outlandish statements, but nothing is gained by the usual damping remark, "You don't know what you are talking about."

Unless these young people are led to think and feel at the same time, and to bring their knowledge into harmony with living, they will fall far short of attaining the full stature of manhood and womanhood. There is always a danger that they will lose themselves in a sea of ideas, or land on a barren island instead of making for the mainland. It is only on the mainland that creative living is possible. They have to discover that there is an inevitableness about the law which binds humanity on the mainland. From this law there is no escape. It is based on principles of justice, although sometimes

apparently unfair, it binds and yet makes free. The adventure of life is not in attaining freedom from laws, but freedom from self. If the self is still in need of petty rules, enforcement of the law does not bring freedom; while those whose chief delight lies in evading the law, need to be shown the joy of true living and guided along paths of achievement, rather than to be hedged around with restrictions which detract from the operation of the law. So many adolescents get the idea that it is their duty to reform the world and cannot reconcile themselves to the inevitable limitations of civilization. In the early stages it is natural that they should condone the outlaw and even become his followers, but maturity depends on being able to advance beyond this negative conception of living and to build up a constructive way of life.

During the teens the emotional life is strong and young people are apt to suffer from exaggerated fears, outbursts of anger, anxiety and the like. Their extreme variableness is due to emotional causes and is as disturbing to themselves as to the onlookers. Self-consciousness makes adequate self-expression impossible, so consequently much is repressed, causing an undercurrent of anxiety and resulting in moods. Moods serve as a retreat when the adolescent does not feel able to stand up to the needs of the moment, and they make a suitable accompaniment to the feeling of physical inertia which descends all too easily.

Most adolescents are very susceptible to their surroundings and do not, as a rule, show their best side at home. Their variableness is often a much greater source of worry to their parents than need be, while they themselves often feel that it shows some serious weakness of character which they heartily deplore. Self-pity is common, while depression and even despair are all too frequent. Adolescents are fundamentally lonely and are apt to think that no one ever felt the way they do. To a large extent this feeling is unnecessary, but where it is found it calls for careful treatment. If only adults would be less afraid of these young people, franker with them, less concerned in "doing them good" yet more concerned with

giving them a sympathetic ear and telling them what they want to know, a great deal of misery and maladjustment would be prevented.)

(Besides sympathetic adult friends, adolescents are greatly in need of companions of their own age and sex, and, in due course, friends of the opposite sex. It is necessary for them to be able to compare notes with their fellows, in order to enlarge their point of view and to gain the security which comes from sharing inner problems, perplexities and perhaps even flights of fancy, with those who can be trusted. Friends are also needed to enrich times of recreation and relaxation, both of which are so important to the adolescent, who is apt to use up too much energy and requires frequent change.)

There are many problems which arise in handling these young people, but if we are wise we shall not show too deep a concern. Standing by may be harder than stepping in, but is usually the sounder policy. Those who can maintain a casual and yet interested attitude will probably help most in the long run. Take care to look the way they are looking, but do not brag about the view you see. Describe it clearly and sincerely if you like. (Adolescents need clarity and appreciate sincerity, but they must not be forced to accept that which is beyond their comprehension and range of view. Remember they have ideals and it is not easy for them to accept the standard of our civilization. "I'd like to make my mark on the world, but I know I never shall," said one in a burst of confidence. Many feel like that, and all need to be surrounded with a hopeful and encouraging attitude which will carry them through these years of adjustment)

SUGGESTIONS FOR DISCUSSION

1. Discuss the statement that, "The adventure of life is not in attaining freedom from laws, but freedom from self." Why is this difficult in adolescence? What helps and what hinders it?

2. Let the group recall experiences in their own adolescent period for comparison.
3. Make lists of the chief characteristics of early and late adolescence. Compare them.
4. What facts does an adolescent need to know if he or she is to understand himself or herself?
5. Is the frequent revolt against authority in adolescence necessary?
6. Discuss the relationship between emotional and intellectual growth in the teens.
7. Account for the variable behaviour found in adolescents.
8. Why do adolescents need people outside the family to help them through their difficulties?

PART III

DIFFERENT TYPES

CHAPTER IX

Children Who Are Different

"I CAN'T make out why David and Arthur are so different. They have the same parents, the same home and opportunities and yet . . ." We are all familiar with the kind of details which follow—differences in appearance, intelligence and temperament, in behaviour, outlook and response to life. One boy may be industrious, good-natured and helpful, while his brother is lazy, quick-tempered or surly; one girl may be alert, spontaneous and friendly, while her sister is slow, dull, and suspicious. There is no end to the differences and possible combination of characteristics.

To those who have studied something of the laws of heredity the explanation is simple. As parents are capable of passing on characteristics which have been present in past generations, even although they themselves do not possess them, there is no knowing which parcelling of these will appear in any of their offspring. This means that there are a great number of variables with which any child may be endowed. Apart from identical twins (children who have developed from the same fertilized ovum), no two boys or girls must be expected to be alike, although, naturally, certain similarities frequently appear, especially if similar trends are to be found on both sides of the family.

It must also be remembered that the actual position in the family is responsible for developing general tendencies. An eldest child, who happens to be the most alert and gifted member of the family, will have an opportunity of developing powers of leadership denied to others. If, however, a second child is the cleverer and more dominant personality, the elder

one may well develop a feeling of inferiority which will have far-reaching effects.

When a child is definitely backward, due to neurological causes which cannot be removed, the effect may be considerable on the other members of the family, as well as on the child in question. Competition in a family cannot be eliminated and children have a strong sense of the order and fitness of things. They put great store on actual age and find it hard to make allowances for a brother or sister who is dull and stupid, especially when older than themselves. The younger ones may sometimes develop a protective attitude, even although it is linked with sensitiveness and perhaps a sense of shame.

Besides general mental ability, which is generally called intelligence, Professor Spearman has shown that each child is possessed of a certain number of special abilities which gradually come into more prominence as school days proceed. These special aptitudes, although distinct, require a varied proportion of general mental ability as a constituent part, but otherwise are unrelated to each other. Some of the best known are mathematical, classical, literary, musical, artistic, mechanical, and manual dexterity. The special abilities which stand out most clearly appear to be those which need the smallest amount of actual intelligence in their total content, notably the practical and artistic. This being so, it is possible to find children whose whole outlook is coloured by the fact that they are being made to spend the major part of school time on intellectual pursuits, when their chief interests lie in other directions. Up to the present far too little account has been taken of special abilities in education, although there are signs of advance in this connection.

In the chapters which follow consideration is given to a few different types of children who need special understanding.

CHAPTER X

The Gifted Child

DICK and Tony were only eight, but already they showed signs of being unusual. In intelligence they had already reached the mental age of twelve. In their quickness of grasp and lively interest in their surroundings there was little to choose between them, but at school and at home they were very different.

Dick was careless and irresponsible. His mind grasped a situation in a flash and his powers of deduction and reasoning were most advanced, but he could not be bothered with the slow process of writing, neither could he see any sense in simple arithmetic. His school work, therefore, was poor. He liked to think out problems in his head, and would often surprise the teachers by the posers he gave them, yet they could not get him to concentrate on class work. He had a very large vocabulary, great fund of general knowledge, excellent memory, so that he could enter into any adult conversation, but he was poor at games and clumsy with his hands. He was also unpopular with other children, and when not trying to manage them was resenting their outlook on life which, by comparison with his own, seemed immature. They called him "bossy." His clear insight made him impatient of ignorance, so he could not resist the temptation to put others right. At home he was a mother's darling and could do nothing wrong. His ego was inflated out of all proportion and altogether life was none too easy.

Tony, on the other hand, had parents who were alive to his difficulties and were doing all they could to help him in his adjustment. He, too, was alert and responsive, but he was learning to direct his energies into useful channels. In school

he took a pride in his work, and when he finished first the teacher sometimes let him lend a hand to a slower boy. He was sensible, kindly and friendly, so his leadership was accepted by other children without question. He was equally gifted intellectually, artistically and practically, so that nothing came amiss to him. Yet he was continually striving, and delighted in tasks which called forth special effort. He never gave himself time to be self-satisfied, and set himself such a high standard that he was bound to fail at times. On these occasions he became impatient and had emotional outbursts.

Then there was Elsie. She was nearly fifteen, and had a mind far more mature than most adults. She was clear-sighted, but inarticulate. If you could break through her reserve she could talk intelligently on many subjects. She was a great reader and sometimes wrote an excellent essay. In class, however, she had the reputation of being a dreamer. She kept aloof and made few friends. Her teachers said she would never matriculate, as, although they felt that there was ability hidden behind her wall of reserve, she worked unevenly and took no interest in mathematics. On the other hand she was at her best with little children and took a quiet, keen delight in her Primary class at Sunday School. Most people were surprised that she managed the children so well, but all her self-consciousness vanished in their presence.

Although Dick, Tony and Elsie are all intellectually brilliant it will be seen how greatly they vary. This serves to emphasize the fact that intelligence is only one part of the psychological composition of an individual. All the same it is a very important part, and one which needs understanding. The degree of intelligence is not always detected in ordinary life and school work, although it can be discovered without much difficulty through standardized Intelligence Tests.

In a test situation, clever children are almost invariably at their best. They enjoy making intellectual efforts in keeping with their powers and generally show a sensibly self-critical attitude, coupled with richness in the association of ideas, excellent reasoning ability and originality of thought. They

are generally quick to understand and grasp meaning, and show a good method of attack when dealing with new material, but they naturally vary considerably in their speed of reaction. Although they are sometimes reported as mentally lazy at school this characteristic is not evident in tests. Tests seem to stimulate their effort and make them want to do their best.

With very few exceptions, the vocabularies of brilliant children are greatly in advance of their years. They learn to speak early and pick up long words easily, often speaking in what is commonly called an old-fashioned manner.

In a special investigation carried out by the author it was found that, out of sixty-four brilliant children between the ages of six and thirteen, four proved themselves to have vocabularies twice as large as would be expected for their age, while forty-three others were four to eight years in advance. Only one was as little as one year ahead.

Having a good understanding of words generally coincides, especially in younger children, with ability to express ideas fluently, but this is not invariably the case. It is quite possible for the extreme introvert to be intellectually superior to a high degree, while certain types of environments can produce emotional situations which give children an unnatural reserve. It is equally possible to find examples of particularly versatile or verbose types which are anything but intellectual.

The clarity of mind which characterizes intellectually gifted children generally results in their having a more highly developed sense of humour. They are also quicker to see subtleties of all kinds and are normally great seekers after knowledge. Encyclopædias, atlases and dictionaries make a special appeal to them. Another distinction is that they develop a good time sense, which makes them more alive to the passing of time, and accurate in their estimate of time intervals.

In some circumstances, their clear-sightedness is a great asset, but in others it gets them into difficulties. They are particularly quick to see injustice and to detect any weakness in arguments or any insincerity. This makes them likely to become opinionated. They will not be put off by the bluff

which might satisfy a less intelligent child. They also despise blind obedience, and this may cause them to challenge authority and in that way make themselves unpopular with adults.

The type represented by Dick is also a common one. Both he and Elsie run the risk of becoming anti-social beings. It is particularly difficult for them to accept their fellows and be accepted by them, as children do not put much store upon each other's intellectual worth. Social qualities and practical ability are much more important to them. These are often undeveloped in the clever child. Adjustment to their fellows, therefore, depends upon the quality of their personality, and whether they are able to present their ideas in an acceptable manner.

On the other hand there is no doubt that highly intelligent children are particularly appreciative of fair play, and, if they have not been encouraged to show off, and to think only of themselves, are more easily moved to sympathy and understanding. Their far-sightedness makes them able to picture consequences more easily and so avoid temptation. An exception must be made, however, in relation to the more subtle forms of crime such as forgery, involving ingenuity and resourcefulness.

For sound development it is necessary for these children to be allowed to progress at their own rate. They must also be treated as older than they are on the intellectual plane, although the same level of emotional maturity must not be expected. They will respond to greater responsibility and yet must not be overtaxed. It is also important to watch their general development and prevent them from becoming one-sided. It is wise to encourage a natural and healthy pride in their own powers, which can be easily distinguished from an objectionable conceit, and to give plenty of outlet for their energies. After all, these brilliant children should be the world's leaders, so it is worth while to take pains to help them to make the best possible adjustment. Life is not always easy for them. They require special understanding.

SUGGESTIONS FOR DISCUSSION

1. Discuss the cases of Dick and Elsie. In what ways could they be helped in their adjustment? Refer to any similar children known to the group. What can be done to help them?
2. Make a list of the characteristics generally found in children who are intellectually brilliant. How can they be distinguished from those who have only a surface brightness?
3. What type of lessons are likely to suit clever children best?
4. Why is it difficult to prevent them from becoming spoilt? What kind of treatment is likely to help most?
5. Why should intellectually brilliant children have large vocabularies?

CHAPTER XI

The Backward Child

JUNE, Flora and Edward were all ten years of age and each was referred to as "backward." None of them had learnt to read. June was very small for her age, shy, quiet and slow. When with other children she generally managed to escape notice, although she was so slow in her movements that it was impossible for her to be entirely overlooked. On the whole, the others were kind to her because of her gentleness, patient with her because of her good nature, while most grown-ups knew better than to blame her for her backwardness. Of course, there were exceptions. She welcomed the shelter of her home and escaped to it whenever possible. At school she was often miserable because she could not understand the lessons and felt vaguely that she should. She shrank from joining any other groups of children for fear that she would meet those who would laugh at her.

Flora, on the other hand, shrank from nothing and nobody. She had little insight into her condition and tried to push herself forward on every possible occasion. She was well-grown and talkative, but what she said had little bearing on the matter in hand. When her face was in repose, a vacant look would come into her eyes. She side-tracked at every turn and often giggled stupidly without apparent reason. At home her mother petted her and tried to hide the fact that she was not like other children. In her anxiety to do so, she talked frequently about the things the child *could* do. At school Flora exasperated both children and teachers, and in the classroom she was a constant source of unrest and trouble.

Edward was quite a different problem. As soon as you talked to him you knew that the cause of his backwardness

must be sought in the circumstances of his life rather than in himself. If all had gone well with him he would have been reading with the rest of his class. Given a pencil he could draw good, imaginary pictures; in the playground he was alert, and tended to lead the games; at home he was an intelligent co-operator with his mother in the management of his younger brother. But whenever a book was placed in front of him he shrank away and said, "I can't!"

Although Edward looks strong enough now, we find that he had had a series of illnesses between the ages of five and seven; one after the other they came, so that he was constantly away from school for several weeks at a time, twice for a whole term. In spite of this he was moved up with the rest, getting, with each remove, more and more behind and more and more despondent about his ability to catch up. His mother was nothing of a scholar and had only just begun to realize how much behind Edward was in his work. Arithmetic was as bad as reading, but when he had a copy his writing was neat. What all the words meant and how they were put together he never knew, but he took a pride in forming letters according to the model. He could not be considered a clever child, otherwise he would have made better progress in spite of absences. He was not good at catching the differences in sounds and the poor speech used at home did not help him. However, all he needed was someone to take a special encouraging interest in him, to give him individual lessons and demonstrate to him that he *could* learn. To let him continue cut off from the printed word would be little short of a tragedy.

With June and Flora it was different. Their backwardness was due to the innate composition of their brains. They lacked the clear perception, imagination, insight and reasoning ability to make the advance normal for their age. Although Flora might easily have passed as more intelligent than June, in point of fact she was less so. June had reached the mental age of about seven, Flora only six. In dealing with them, therefore, the most important thing to remember was the number of years they were retarded. With patient teaching

there was no reason why they should not learn to read and they could each be kept happily occupied and even learn a simple, remunerative occupation if carefully trained and guarded. It is most unlikely, however, that they will ever be able to manage their own affairs.

From these sketches it will be seen how important it is to understand something of mental backwardness. Those whose brains lack the adequate number and strength of brain cells can never become completely normal, although, for certain types, great improvement can take place with the proper medical and educational care. The most misleading children are those who are physically well-developed and normal-looking, but who are retarded through accidental injury to the brain, often at birth. They are difficult to class and generally give the impression that they certainly should have been normal. Apart from these, there are many recognized types and many grades of mental deficiency, as well as those who are considered border-line cases or just dull and backward. Intelligence tests, to determine the extent of retardation, are particularly useful with children who are not able to learn at the normal rate. Many are misjudged because of their outward manner. It is only when capability is known for a certainty that education can be planned and the right kind of treatment and teaching given.

When children, like Edward, are normal in ability, although scholastically backward, a little extra coaching and encouragement will often make a great difference. If they are left to flounder there is always the danger that they will compensate in undesirable ways. In any case their happiness is at stake, for no child can be really happy who is conscious of failure. Many a tiresome child, who becomes a disturbing element in school or class, is subconsciously forced to behave in this way in order to hide a feeling of inferiority. Causing a sensation does at least demonstrate power, and anyone who is powerful cannot be altogether despised. A child will do anything rather than be despised.

Sometimes backwardness is due to malnutrition, especially

in young children, sometimes to defective eyesight or hearing, or some toxic condition, such as that due to diseased adenoids or tonsils. It is also possible for a child to be kept back by a definite difficulty in getting clear visual or auditory images, even apart from actual eyesight and hearing. It can easily be seen how greatly these conditions can affect a subject like reading. After the difficulty has been diagnosed, different kinds of remedial teaching to suit each condition are needed. Arithmetic is also greatly affected by lack of intelligence, as well as by other causes. It is the subject which suffers most through absence from school, changes of teachers and inadequate methods. A child who once gets behind or develops a dislike for the subject will invariably become too discouraged to make satisfactory progress.

The dealing with mental defectives themselves should be in the hands of specialists, so little more need be said about them here. As a rule they do not find their way into groups of normal children, but if they do they can easily be picked out. They are frequently characterized by stubborn perseverance and evasiveness, although they are incapable of making any long, sustained mental effort. This means they lack powers of attention and concentration, while their memories cannot be relied upon. They neither store an adequate supply of useful facts nor learn to associate ideas clearly and effectively. Therefore they lack knowledge, fail to learn sufficiently by experience, are unself-critical, and show little common sense, discrimination or forethought. Having little imagination and ambition they lack initiative. The fact that they are imitative constitutes one of the chief dangers to themselves and others.

However severe the child's retardation may be, the chief point to remember is that each has a right to be happy. Also all need to have occupation and much can be done to train any powers they have. When there are limitations which cannot be overcome these must be accepted and faced. Nothing will be gained by hiding the facts, but thorough investigation by medical and educational psychologists is always advisable before a new line of action is tried. It is always worth while to

try and stimulate interest. Encouragement, honest praise, rewards and consistent treatment will do much to train any child, however backward, into a self-respecting if not an altogether self-reliant person.

SUGGESTIONS FOR DISCUSSION

1. What would you do if you found a child of ten who could not read? How could you tell whether such a child was mentally defective or not?
2. Discuss the general attitude towards Special Schools in your district. Is it justified? If an unfortunate one, what could be done to improve it? Why is it better for a child who is definitely defective to be in a Special School?
3. What kind of treatment makes a backward child (a) unhappy (b) happy?
4. In what ways can the home and school co-operate for the benefit of backward children?

CHAPTER XII

The Practical Child

THERE are many children who are one-sided in their ability, not through any lack of training, but simply through their particular endowment. Among these may be placed the practical children. Sam and Elizabeth are good examples of this type.

Sam always disliked what is called "book learning." He was not interested in lessons from the very beginning. Reading was a laborious business, sums were generally a meaningless mass of figures and his head refused to work apart from his hands. He sighed often when in the classroom and made his teacher despair of ever teaching him, but when playtime came he was as lively as the rest and much in demand when sides were picked for games. At one time his greatest joy was to set up and work a small theatre which he had constructed by himself, but later his interest shifted to motor cars and he would watch the man in the nearby garage for hours at a time. Once the temptation to play truant from school was too strong for him. He was caught and found it did not pay. In school the habit of inattention grew upon him, although he concentrated with eager interest upon any concrete material which he could handle. He made intricate and carefully constructed Meccano models and could talk intelligently about bicycles, engines and cars. The teacher thought his memory was at fault, yet he knew the name of every make of bicycle and car and could often give reliable information about trains. In Sunday School he was at his worst when he was expected to do written expression work, but he was the best in the class at making models.

Elizabeth was also slow at school, although her teacher believed in using a child's natural interests and so had discovered ways of stimulating her efforts. She delighted to come to school early so that she could help to arrange the classroom and she made an excellent monitress. At Sunday School she was always helpful and would sometimes be found looking after younger children. At home her mother reported that at the age of twelve she could cook nearly as well as she did herself, and was perfectly capable of managing the house. All the same, her verbal memory was poor, she could never do her sums and she was still a slow reader.

All through their school careers the Sams and Elizabeths lag behind, but the interesting thing is that, when circumstances are favourable, directly they leave school they throw over their mental inertia and become dependable workers. This is really a reflexion upon our educational methods, for if the energies of practical children can be directed into suitable channels it is proved that they are not without good learning capacity. They are not really dull. They have very definite interests and when these are tapped, and school work is related to them, they are as alert and keen as any. It is only abstract thought and reasoning which does not appeal to them. Their minds need the stimulus of the concrete, they work best when tools are in their hands and they can see principles in action rather than on paper.

In contrast to most schools the world in general is more practical than academic. There are so many jobs where hand and brain work together, where there is opportunity for movement and the practice of skills, or on the other hand, jobs that do not demand the diversity of mental operations that are required by the school curriculum. The narrowing down has its dangers but it also relieves strain. Constantly striving to reach a mark just beyond the grasp requires effort. This situation frequently arises with practical children at school, so that they often feel overtaxed and they long for a less complex, more specialized way of spending their days.

As their minds turn easily away from academic studies, so

will many of them turn readily to the business world, or the workshop, the mastery of a craft or a machine. With girls there are all the practical details of home management, which, although not in such good repute with this generation, still claim the interest of the greater majority in the end. Looking after children is also an essentially practical occupation and is certainly done more successfully as a rule by those whose skills are unrelated to the academic side of life. To a practical person, knowledge and theories appear meaningless unless they can be put into use.

All this suggests that the practical child does not always get a fair deal. He is frequently blamed for taking a low place in class, for doing poor academic work and for lacking interest in his studies. He does not always receive the approval he should for the excellent boats and aeroplanes he makes, for the care he takes over his model theatre, his stamp collection and photographs, for his interest in gardening, for his success on the games and sports fields. His sister also gets discouraged by her bad reports and would be greatly heartened if only more notice were taken of her craft work, the dress she made with such care, the improvements she has planned for her room, her skill with a tennis racket, her power to amuse small children and her interest in household matters.

It may be difficult to weave these, and the many other practical pursuits which come and go as children advance in years, into the Day and Sunday School, but until we do, these practical children will continue to give us only half their attention. In any case, we can at least acknowledge their interests and skills and give them a place of importance in our estimation, and this will be easier to do where parents are co-operating with teachers as an understood thing.

Part of the difficulty in this direction arises from the fact that children themselves have a different sense of values from adults. To them, practical pursuits are all-important. They are quicker to notice and approve each other's practical abilities than they are to appreciate intellectual prowess, although many schools do their best to reverse this by their unnatural

system of marks and prizes. This whole situation tends to increase the barrier between children and adults because it gives a feeling of unfairness. There is all too much external pressure on children, trying to force them into moulds into which they were never meant to fit.

It is possible, as already suggested, for practical ability to appear alongside high intellectual capacity, but the following may serve as a proof that they have little inevitable connection with each other. Two boys were tested for intelligence and mechanical ability the same day. Ted was ten and Andrew eleven. Ted had an Intelligence Quotient of ninety-seven, which is just below the average of 100, but he made a better score on a practical test of mechanical ability than Andrew whose Intelligence Quotient was 154. It will be noted that Andrew is the elder.

From what has been said it might be implied that practical ability is the prerogative of the few. This is not meant. No children are without some practical ability. It is only a matter of degree, but as they grow older the natural trends become accentuated and the differentiation becomes clearer.

This chapter is a plea for a better understanding of the child who is obviously more practical than intellectual or artistic. Such a child must not be blamed for not being able to compete on an equal footing with the more academic type, otherwise a feeling of resentment may grow up which will result in quite unnecessary problems, and a great waste of creative energy.

SUGGESTIONS FOR DISCUSSION

1. At how early an age is it possible to detect a strong practical ability in children?
2. In what ways can practical interests be turned to good account? How do they differ in boys and girls?
3. Refer to any children known to the group who are practical and yet scholastically backward and discuss ways of

helping them. If possible gather detailed information about them beforehand.

4. If you had the planning of a school (Sunday School, play centre, club, etc.) for this type of child, how would you plan it? It is said that the intellect can be quickened if the practical child is approached from the practical angle. Do you believe this?

5. How would you seek to widen the practical child's horizon in every-day life, while at the same time giving plenty of outlet for his interests?

CHAPTER XIII

The Artistic Child

THERE was pride in her mother's voice as she said, "Janet is sure to be artistic. It is on both sides of the family——" but later on, when the school reports insisted that Janet was too variable in her work, that she could do better if only she would try, that she was not very reliable and made little attempt to overcome her weaknesses, the tone of her voice changed. "If only Janet would concentrate on her work, not take such violent dislikes to her teachers and not spend so much time daubing, she might get on!"

Poor Janet! she is not really so interested just now in painting as she is in poetry, but she dare not say so. The desire to write came over her quite suddenly just after her last birthday. She shrinks from showing her poems at home and she cannot write her best ones at school. She is afraid people would laugh at them. They mean so much to her that she could not bear anyone to think they were funny. She is tired of hearing that now she is fourteen she ought to be thinking of working seriously for matriculation. It is much more satisfying to play with words, make them sound beautiful as they express her fanciful ideas. Why bother with the real, hard facts of life when the mind is full to overflowing with things that can be imagined?

Janet likes to go out into the woods alone. She is bothered by the noisy good humour of her contemporaries. To see the shadows falling, to catch a glimpse of the sunset through the trees is so much more satisfying, but why will everybody put barriers in her way? "You are too young to wander about by yourself," they say. Too young? Why, sometimes she feels so old. Nor is she as ignorant as they think. Janet smiles to

herself. She has a strange intuitive wisdom of her own. It may be a pity for her to dream so much; to imagine herself surrounded by an admiring crowd so often. But sometimes she can almost hear someone describing her picture as the greatest success of the year, at other times she can see herself holding her first book of poems in her hand, while someone reads her a glowing review. Perhaps it is a pity, but that is Janet's way. She is not likely to change, so surely it is better to accept her artistic temperament and gifts and help her to use them. She will not dream so much if her creative urge gets plenty of outlet in artistic work and if she has more opportunities for exercising her appreciation of beauty.

Derrick was a timid and nervous boy with a great desire to get on well with people. He was moderately intelligent, but at his public school he was never really at home. He was greatly irked by the restrictions and hated the rush and the dull routine. If only he could play and sing and act, if only he could spend his days drawing and painting. Any of these things would be so much more worth while than Maths. and Latin. English and History were not so bad. They gave some scope for the imagination, but never enough. He disliked fighting intensely, but he could play a good game of rugger, if he was in the mood, and he never played better than when somebody was watching whose good opinion he coveted. Then he went all out. All through his school career he had a feeling that he was different. In his way of looking at things, in his enthusiasms and aspirations, he rarely agreed with other boys. That is what made it so difficult to make friends. Yet he longed for friendship.

There certainly is a quality about these young people that picks them out from amongst their fellows, but the attempt to shape them in the approved pattern has made them restless and dissatisfied, so that they are in danger of missing their mark.

Artistic talent shows itself in many forms and allies itself to different degrees of intelligence, so once again generalization is not easy. With some children their gift is for music, singing, poetry, drama or dancing; with others for modelling, design,

drawing or painting, or various forms of artistic craft work. There is a distinction between appreciation and constructive ability, but how far this is a matter of training and opportunity it is hard to say. In any case, a child is rarely restricted to one form of artistic outlet, even although only one may be cultivated. There are those who seem as if they could be equally successful in whatever branch they followed.

On the whole, artistic children are the most prone to emotional instability. The intensity of their feeling makes them variable; they reach the heights and the depths more quickly and utterly. Their imaginations are vivid and their creative urge strong, while it is difficult for them to keep their emotions within bounds and harness them usefully. Many retain a childish simplicity which may be attractive, but cannot be considered altogether satisfactory. During the adolescent stage they are apt to go to extremes and are particularly difficult to understand and to guide wisely.

The situation with boys is more difficult than with girls. Artistic outlet is recognized as legitimate for girls, but unless boys are outstandingly gifted, the creative arts tend to be frowned upon, considered a waste of time, or in any case neglected unless they can be put to a utilitarian purpose. A boy may even become ashamed of his desires to use some of the different mediums, although, fortunately, the modern trend is to encourage outstanding talent wherever it may be found.

The characteristics of definitely artistic children make them an easy prey to misunderstanding, so that life is often hard. Not only do they find it difficult to understand themselves but, anyhow in the early days, they jump to conclusions too readily and so often make mistakes which would have been avoided by the more practically minded. They are anything but practical, generally untidy, inconsequent and so deeply absorbed in the interest of the moment that all else is blotted out. This, in itself, often gets them into trouble, as it makes them unpunctual and unreliable.

Their natural sensitiveness makes them feel criticism very keenly and it is often difficult for them to accept the dictates

of the practical mother or teacher. This causes friction and leads to fresh misunderstanding.

Although they are not easy to manage they should at least claim our sympathy. If they are out of harmony with their surroundings the seeds of bitterness are sown and they will run the risk of drifting through life without an anchorage. If, on the other hand, they can develop their gifts, not be ashamed of their feelings, but find satisfaction in expressing their creative urge, they will have a chance of success and happiness. At the same time, in the interests of sound development and ultimate attainment it is necessary for them to learn to make effort and to face facts.

SUGGESTIONS FOR DISCUSSION

1. Discuss the importance of detecting and appreciating artistic ability as early as possible. What different forms can it take?
2. What are the special dangers associated with the artistic temperament? How far is this related to artistic talent?
3. How can an artistic child be helped not to feel inferior if obviously conscious of lacking intellectual and practical ability?
4. How would you seek to widen the artistic child's horizon in every-day life, while at the same time giving plenty of outlet for his or her interests?
5. Show how special abilities vary considerably in degree and discuss the danger of overrating as well as underrating them.
6. Also discuss the danger of classifying children too rigidly.

PART IV

DIFFICULT TYPES

CHAPTER XIV

The Problem Child

MANY people say that children ought to be much happier today because so much more is done for them. It is quite true that more attempts are made to understand them and supply their needs, but unfortunately the number of difficult children seems to be on the increase rather than decrease. It may be that the modern parent is more alive to difficulties and more ready to seek advice, but this is certainly not the whole story. There is no doubt that the strains and stresses of life today are a large contributory factor, affecting the growing sensitive child both directly and indirectly; directly by providing an environment that is all too exciting and stimulating, and indirectly through their parents, who often suffer from jangled nerves. Also, on the whole, children live closer to their parents today, so that when emotional situations arise they become more involved in them; and frequently mystified, anxious and worried in consequence, and although there is a greater frankness and less repression nowadays, there are times when this means putting an added strain upon the child. There is still room for reserve over some matters. To be *too* outspoken may create a new set of difficulties.

The tendency to do more for the child no doubt springs from excellent motives, but at the same time it may become associated with the modern restlessness and desire to be up and doing all the time. The speeding up of transport, the advent of the cinema and wireless, all contribute to the lack of peace and relaxation which are necessary for life at its best.

To equip nurseries to suit the growing needs of the child, to

make schools attractive, to provide Infant Welfare Centres, Play Centres, Recreation Grounds, Child Guidance Clinics, and organizations of all kinds for education and amusement may be steps in the right direction, but in themselves these things do not ensure the happiness of children or eliminate problems. The roots of the matter lie much deeper. A contented attitude towards life springs from the atmosphere of love and understanding surrounding the child from birth, so by far the most important factor is the attitude of adults, especially parents. Compared with this, material conditions are unimportant. It is human relationships which really count.

It is also obvious that in the adult's attempt to throw over the strict and repressive discipline of past generations the tendency now is to worship at the shrine of freedom to the exclusion of common sense. At the same time social conventions demand a standard of behaviour out of keeping with the child's natural inclinations and constant conflict is caused by curious inconsistencies of treatment. To be told that you may go into the garden and do what you like, to be engrossed in a game of Indians with your friends, and then be severely reprimanded because you are dirty and do not shake hands with your visitors properly, is upsetting, to say the least of it. If this only happens once it is soon forgotten, but many children become surly and miserable through constant nagging and misunderstanding of this kind.

In many parents it is possible to detect a constant conflict between their instinctive desires in connection with their children and their knowledge of psychology, which, in itself, often creates a real danger through its meagreness and bias in one direction or another.

Another factor which militates against the calm acceptance of life and courageous facing of its difficulties is the undue pressure which descends upon the child from the scholastic side. The ambition of parents as well as the highly organized scholastic system are apt to bewilder the child and in some set up such a conflict that serious behaviour problems arise. Besides, it frequently happens that the child is expected to

reach a standard which may be quite impossible, or only possible after using up too much nervous energy. The desire for uniformity of achievement is one of the curses of present-day education and the failure of children to reach the required standard causes more misery than is generally acknowledged. I remember an only child of seven years of age who was bottom of his form and so had been given a bad report, who, when severely reproved at home, said, "I did not think it was as bad as all that." All the next holidays he was made to repeat tables and spell words as a penance, although he was by no means a backward child and was capable of excellent work with the right kind of encouragement. It is in this way that seeds of inferiority are sown.

The whole situation often results in a vicious circle. The teacher reports that the child is not working, the parents scold and are upset at the thought that the child will not pass examinations at the necessary time. The child develops a feeling of resentment, and instead of enjoying work, looks upon it as a series of disagreeable tasks to be got through as quickly and easily as possible. Endless friction ensues and the atmosphere becomes charged with anxiety and annoyance. In adolescence this often gets more accentuated so that things may go from bad to worse. In the end, the adolescent is only working for personal gain and the aim of true education is lost in the maze of competition. The thought of reward has taken the place of the appreciation of knowledge.

However large a part is played by education it must never be forgotten that the most important years of all are those before a child starts his school career. The pattern of behaviour is formed in the cradle, or rather in the arms of the mother. In taking the history of problem children the repetition of stories of difficult feeding, early illness and unfortunate happenings very early in life becomes almost monotonous. The child who does not have the normal contact with the mother and enjoy the experiences natural for his age loses something which can never be completely regained. The key-note for the early years should be security;

where this is lacking, through whatever cause, the foundation is laid for later trouble.

What needs to be understood is that the degree of insecurity cannot be determined by the appearance of external conditions. It is true that a child who has been ill-treated, neglected, orphaned or subjected to the sadness of a broken home will develop emotional disturbances which come to be easily recognized, but in a home where the family is apparently happy as well as united, there are frequently influences at work which also have effects as far-reaching. Sometimes the very unity of the family creates one of the chief difficulties, and where the child is bound by the outward semblance of unity, and yet feels inner disharmony, there may grow up a sense of guilt which will have serious results. When he feels that he ought to love, honour and respect his parents and yet is conscious of failure and shortcomings, which cannot be reconciled with his ideal, the situation becomes fraught with grave danger. To make matters worse, few are going to make allowance for him, as they would for an orphan or otherwise handicapped child. "Fancy behaving like that when you have such a good home. I can't understand your ingratitude. You ought to be ashamed of yourself." These and many other similar remarks are hurled at him, making him still more conscience-stricken, more and more helpless about the possibility of pleasing and finally resulting in his trying to drown his unhappiness in an orgy of bad behaviour. This does at least give him a sense of power and notoriety.

The type of difficult behaviour will depend upon the child's age, intelligence and temperament, as well as upon circumstances. One child who is constantly fussed and nagged at may probably become stubborn and obstinate, while another may become openly defiant and rude; language becomes a more useful weapon as age increases. In a group of children, left free to play without adult supervision, a highly intelligent child may cause considerable trouble through being too "bossy." In trying to force his will upon others he may alienate the sympathy of the group and make himself miserable

in consequence. On the other hand, the position of a dull child in such a group will be very different and he may get into trouble through being the willing tool of his superiors. To take another contrast, when treatment is too strict and harsh the shy, timid, introspective child will probably take refuge in fantasy as a relief, while the robust, happy-go-lucky child may resort to bluff and subtle forms of deceit in order to avoid getting into trouble.

An outwardly expressive type of bad behaviour is a better outlet for pent-up emotions and less damaging to the personality than inner brooding and fantasy, but it can be very dangerous. Children are easily afraid of consequences, and it does not take them long to learn that it is not safe to revenge themselves upon all who thwart them. They also become ashamed of their quickly aroused feelings of hate in connection with their parents, brothers and sisters, so they have to seek other outlets. Many forms of bad behaviour have little connection with their root cause. Outward appearances are often misleading. This is what makes treatment of the problem child no easy matter.

It can be argued that whenever a child is behaving in an unnatural, irritating, or aggressive way it is either an attempt to make himself feel secure or to hide his feeling of insecurity. For instance, if there is a conscious or unconscious sense of deprivation which makes a child's position in the affection of his parents uncertain, the result may be one of the following—an extremely aggressive attitude cultivated in order to maintain the upper hand; an obstinacy maintained in order to show power; over-conscientiousness to compensate for inferiority, or a babyish attitude which is an attempt to claim care and protection. Lack of security is also a possible explanation for the form of stealing which results from a compulsive desire to acquire the property of others in order to make up for a deep-seated lack.

On the other hand, in order to hide a feeling of insecurity, which might otherwise become overwhelming, a child may tell lies, become excessively shy, resentful, or sullen, have constant

temper storms, become a bully, argumentative or quarrelsome, take to showing off or assume laziness; he may also retreat within himself to gain compensatory satisfaction from his inner world of make-believe.

In any of these cases the danger lies not so much in the behaviour itself, as in the fact that it comes between the child and his growing up, keeping him infantile in his reactions and making complete and normal adjustment to life impossible. All unnatural behaviour must be looked upon as a symptom of inner disturbance. Only as such can it be treated wisely.

Perhaps, however, this is the place to add that the student of child behaviour problems needs first and foremost to be able to distinguish between those which are due to natural growth and development and those which have a serious import, because of their underlying significance, the circumstances in which they have risen or because of their persistence. Some difficulties are due to a passing phase, others may quickly form an alarmingly permanent pattern if not handled with sympathetic understanding in the early stages.

Those which are most disturbing to others are not of necessity those which are likely to cause the most permanent damage to the child's character. On the whole, active troubles are less serious in their consequences than repressions and retreats from reality.

In the chapters which follow, a few of the special difficulties will be considered, but the scope of this book is too limited to do justice to all the different types. A list of carefully chosen books has, therefore, been given for reference.

CHAPTER XV

The Child Who Fears Too Much

ORIGINALLY this chapter was to be called "The Child Who Fears," but such a title might be misleading. It is not the fact of *fearing*, but of *fearing too much* which creates the problem situation. Fear is an emotion innate in all species of the animal kingdom. It has played a vital part in the evolution of man. Without fear and its accompanying instinct of self-preservation, life would be impossible. It acts as a protection against danger, a safeguard against everything which contrives to extinguish life. Without it, human beings would not take the precautions necessary to minimize risks.

Here, however, we are not talking of the natural and useful emotion of fear constantly at work behind the scenes, but rather of unreasonable fear and the things with which it can easily, and often so quickly, become associated. The terrors, dreads and deep anxieties which result from exaggerations, misguided connections and repressions. These paralyse through their intensity and can pervade the personality, so that misery, serious maladjustment and repression ensue. It does not matter whether *too much* is taken to mean intensification or spreading too widely. Both are possible and both need understanding and treatment.

Some children, by the very nature of their disposition, are more prone to exaggerated fears than others, but there is always the danger of making the timid child more fearful than he need be through unwise treatment. It is particularly difficult to know when to take fear seriously and when to ignore it, when to bring the whole situation out into the open and when to show indifference. Sometimes the very ignoring

will demonstrate to the child that the fear is exaggerated and unnecessary. At other times the chief need is expression, so that it can be brought out into the light and proved to be less formidable than it appeared in the dark.

Intense fear springs from many different causes and has a variety of disguises. The defencelessness of children puts them in an inferior position. They are small and weak and ignorant compared with adults, and so feel powerless to protect themselves in a completely adequate manner. They have to resort to subterfuges of many different kinds in order to lessen their anxiety and hide it from themselves and others. Fortunately, they are not fully alive to the dangers around them, but they are naturally sensitive to an unsympathetic environment. If the big, strange world in which they find themselves is too full of fearful happenings, and if they are not learning to solve their inner conflicts, they may take refuge in compensatory behaviour, which may become a definite neurosis. It must always be remembered that lack of perspective and insight accentuates the deep feelings and strong emotions of children. There are times when they find it impossible to imagine a state of affairs other than that prevailing at the moment. It is not surprising that on these occasions they may be liable to be completely overwhelmed by a terrifying experience, the intensity of their emotion quite out of keeping with the triviality of the incident.

A child generally finds it hard to acknowledge fear, especially if brought up with the idea that it is foolish and stupid to show fear. Sometimes boys especially will suffer much before acknowledging a haunting fear, which could easily have been dispelled if only they had felt free to talk about it. The boy who has been continually exhorted to be "Mother's brave little man" will have to repress much if he is going to live up to his high ideal. While he may appear to be a splendid little fellow, the price he is paying for this courage may be too high. This will be seen in adult life when he fails to adjust to circumstances which become associated with his early conflicts.

Some fears are definite and concrete, others are abstract and

vague. Those which are definite can be dealt with more easily, but the vague ones are often the most disastrous.

Definite fears are those which become associated with the dark; with bogies, ghosts and the like; with people such as burglars, gipsies, doctors, dentists, or queer, unusual people met for the first time; with nature in the form of storms, and the primitive elements of fire and water; with animals and creatures of all kinds. These are concrete fears which the child has either caught, developed through association or created as a personification of a deeper, more fundamental fear, possibly of life itself.

Many of the definite fears ought never to arise. They are created and encouraged by thoughtless adults who have not taken the trouble to understand the child mind. Much can happen. Perhaps it is the telling of gruesome stories about burglars, fires and storms, or the breaking of the child's confidence through withholding truth about the dentist or doctor, sometimes a too-hurried introduction to something new and strange, or wrong handling when a child shows a natural timidity.

It is possible for a child to catch both definite fear and a fear attitude. Both are unnecessary. Definite fears should be so controlled in the presence of children that they are not communicated to them, while even a nervous, over-anxious and fussy attitude can be kept in check if it is realized how much harm it does. If a child is constantly told to be careful, not to fall, to keep clear of this danger or that, he becomes too alive to dangers and is therefore always on the look-out for them. He becomes overweighted with a vague feeling of things that might happen—these unknown dangers which are lurking everywhere. He feels that they must be important if they are so real to grown-up people, so who is he to pretend to overcome them? It not only makes a child lose confidence in his own powers of overcoming, but also suggests that being grown-up can scarcely be enjoyable if one is always expecting dreadful things to happen. This is how fear gives a setback to emotional growing up, for the unconscious argument in the child's

mind naturally includes the idea that childhood does at least ensure a certain amount of protection from lurking foes and terrors. It therefore follows that it is best to remain young, and not to venture forth more than absolutely necessary.

The child who is over-protected may take the line of least resistance and make little effort against parental domination, and so miss opportunities for character development. On the other hand, he may develop a foolhardy attitude in order to compensate for the feeling of weakness, or take to excessive self-assertiveness in order to hide an inner consciousness of cowardice. If a child remains too tied to the mother, the fear of losing her may arise, especially in cases where she becomes ill, has another baby, or goes away for a long time. To a child who is constantly scolded or punished, any illness in the home may be interpreted as an outcome of his naughtiness; this puts a heavy burden upon him.

A child is always more fearful if he has been let down by adults and feels he cannot trust them. This may arise through unavoidable incidents, but more frequently through misguided treatment. For instance, a nervous mother who imagines that her little boy will dislike visits to the dentist as much as she does herself, takes the child there without any warning. The child has no time to adjust himself to the situation and becomes terrified. Due preparation would have avoided the scene, which the mother brought on largely through her expectation and fear of it. Subsequent visits to the dentist will probably be a nightmare. A little more trust in the child and his willingness and ability to face unpleasantness, if he understands the reason for it, would prevent endless trouble. He needs to be given confidence by feeling that those around him are confident. There are certain times when he should be shielded, there are others when it is impossible to protect him. It is then that he needs those who are older and wiser to share the burden with him, but the way it is shared makes all the difference. Above all, there is still the future to remember and the greater danger of destroying a child's previous confidence and trust.

Abstract and concrete fears are often closely interwoven with each other, but some of the more abstract can be distinguished. In this group the following can be included: fear of being misunderstood, of making mistakes, of being inadequate, of being laughed at, of being deserted, of consequences. These are all common in children and affect behaviour in various ways and with varying severity. The more vague are those of growing up, of the unknown, of disaster and of death, as well as fears of their own desires and impulses; the wish to have mother and father entirely to themselves, to get rid of the one less strongly loved, or of brothers and sisters who get in the way.

There are also certain fears which spring up in relation to religion, but these are closely bound up with the child's relationship to his parents and the moral obligations they impose. Some children come to fear one or other of their parents and it is then difficult for them to avoid fearing God; while the fear of doing wrong and sinning, or displeasing those who represent authority, may become so strong that an obsession results.

Children who are constantly afraid that their behaviour is not going to conform to the expected standard, and fear that they will be singled out for notice, cannot enter fully into the joy of living. There is always an undercurrent of anxiety which makes them irritable, moody, solitary, nervous or over-anxious. Any such state of affairs uses up nervous energy, so that it is no wonder that these children are more prone to illnesses, lack the necessary energy to make good progress at school, or take to bad behaviour to hide their inner unrest. It sometimes happens that an over-aggressive child is one who has a fear of being inferior and dare not confess to it. He fears that if he relinquishes leadership others will do better than he. He cannot bear the thought of this as it would lower himself too much in his own estimation.

Fear of consequences, of the unknown, of growing up, and of being inadequate are often associated with sex development. Insufficient or unsatisfactory sex knowledge is often responsible for failure to meet life with courage and the forward look.

Especially in early adolescence boys and girls are mystified by the rumours they hear and the information they collect, often from undesirable sources, so that they may brood and become morbidly fearful over the whole matter. If at the same time they have indulged in masturbation and have been told that it will have dire consequences their fear may be greatly accentuated and particularly damaging. Sensible and adequate knowledge of the bodily functions, including reproduction, needs to be given all through childhood, so that the necessary facts are accepted naturally. When children feel free to ask questions on this subject as on any other, and have them answered truthfully and fully as they arise, a great deal of trouble is avoided.

Perhaps enough has been said to show the many-sidedness and far-reaching effects of exaggerated fear, but many important aspects have had to be omitted through lack of space. Different ages of children are more prone to certain types of fears and circumstances must sometimes arise which make terror inevitable. It is not, however, the actual experience that counts so much as the attitude of mind in relation to the incident. Many children have much in their lives that could make them over-fearful, but are saved through having calm and wise parents who radiate security to them. Others are weighed down by a heavy burden of guilt and fear, a condition which need never have arisen if only they had been treated wisely. To be able to detect these children who fear too much and relieve their anxiety should be the aim of all who deal with them. It is no use denying the existence of fear, neither must a terrified child be blamed or scolded. If fears are to be overcome, trusted adults must come to the rescue, removing the cause of fear whenever possible and, if this is not possible, giving the knowledge necessary to minimize the effect of it. With some children, constant reassurance is necessary if they are to develop courage to overcome their fears.

SUGGESTIONS FOR DISCUSSION

1. A child of four was left outside a shop with his baby brother who was in a push-cart, while his mother went inside. He started to cry bitterly, evidently greatly frightened. What were the possible causes? How should he have been treated?
2. How should children be prepared for operations, visits to the dentist, etc.?
3. How would you treat a child who was afraid of the dark, of dogs, of bathing, of storms, etc.?
4. Ask the group to give their own memories of childhood fears and discuss their origin and treatment. In what way could needless suffering have been avoided?
5. What are the best ways of dealing with the fear of death in a child?

CHAPTER XVI

The Resentful Child

THERE are some children whose whole lives appear to be coloured by a feeling of resentment, whether it is acknowledged as such or not. Some cases of these have not had a fair deal and have justification for the feeling, but with others the circumstances of their lives may not seem to warrant such an attitude. It has to be acknowledged, however, that when the feeling is present there must be some cause for it, so it is better to seek for the cause than to condemn the child.

In order to realize how deep-seated resentment can be it is necessary to remember how possessive children are of parents and how deeply attached to their homes. To the little child "me" and "mine" are all that matter, so that sharing is fraught with difficulties. Sharing parental affection is the hardest of all, as every child likes to feel that he occupies an all-important position in the affection of his parents. There are bound to be times when the child feels that another is getting more attention or approval than he, so that jealousy creeps in all too readily.

As frequently pointed out nowadays it is the first child in the family who is likely to suffer most from jealousy. A child who has been the only one for two or more years, particularly beloved by parents and other relatives, will find it hard to accept a baby brother or sister, so that sooner or later there will generally come some emotional reaction. Much depends on how the baby is first introduced and how well-prepared the first-born is beforehand, for even with very small children some knowledge of what is going to happen helps them to accept the situation better. The baby will appear to take up a

great deal of the mother's time, and a little child will certainly interpret this apparent transferring of attention as the transferring of love. Sometimes, however, the resentment is not apparent at first, when the baby is helpless and inactive, especially if the older child has been encouraged to think of the baby as *his* as well as his parents. Trouble may only begin to arise when the baby becomes a toddler and so makes himself more apparent as a rival. It also stands to reason that there is more likely to be resentment when the two are of the same sex.

The coming of the third child is not such an upheaval for either of the other two. By then they have become accustomed to the idea of sharing and should find no difficulty in taking pride in the new arrival, helping to look after it if they wish. To insist that they help may be as bad as not giving them an opportunity to do so. When enforced it has been known greatly to increase the resentment. Any good idea can be over-done if not coupled with common sense.

Apart from definite causes of bodily weakness, children who persistently wet the bed after babyhood are frequently those who harbour a secret wish to be looked after as in the early days. This is never conscious, indeed it would be stoutly denied, but it is true nevertheless. The coming of a new baby will often cause the older child to experiment again with this babyish habit in order to demonstrate that he still needs the adult's care. It is most important not to refer to this as "naughty," but to help the child to accept the baby and to take the position of older brother or sister, giving him, in other ways, the extra attention which is craved.

Thumb-sucking, nail-biting and masturbation, unfortunately called "self-abuse," are also habits which suggest a general failure to grow up emotionally. The way to deal with them, therefore, is to help the child to experience other forms of satisfaction more socially acceptable and less damaging to self-esteem. Achievement enjoyed has a way of overcoming mere craving for sensation.

Children sometimes become resentful of their parents'

affection for each other and long to possess one or other entirely. This may be a passing phase due to their stage of development or it may be more fundamental and lasting. In any case, it has to be reckoned with at times. It is especially noticeable in cases where the father has to be away a good deal in connection with his work and demands much of the mother's time when he is at home. Unless he is fond of the children and shows his interest in them, there is likely to be trouble. It is certainly worth his while to go out of his way to gain their confidence.

Much harm is done to children by unfair comparisons being made between them. As they grow up, individual differences (such as those dealt with in Part III), make themselves felt. Children are generally quick to detect their own inferiority, and if this is accentuated by constant reference to it they may develop a strong resentment. When they cannot compete adequately on the physical or mental planes they are bound to seek for compensations which lead them into many thorny places. Some children will become rebellious, disobedient, bad-tempered and sullen, others will take to stealing—"to get their own back," or resort to getting their chief satisfaction from the realm of fantasy. Anything which savours of unfairness is hard to bear, for a child cannot understand injustice and has an inner conviction that he deserves fair play.

Another set of difficulties arise when children have had a number of illnesses, are delicate or handicapped in any way, so that they cannot enter freely into the occupations and games normal for children of their age. Many of these children make a brave fight and continue to assume more and more responsibility in relation to their powers, but if they are sheltered too much and are not guided to accept their drawbacks sensibly they, too, will tend to regress and fail to adjust to the necessary demands of independence. These are likely to develop habits of excessive day-dreaming or showing-off.

Of the orphaned, adopted and step-children, as well as those who are suffering through the divorce or separation of

their parents, much could be written. They all fall an easy prey to resentment, although many come through their experiences remarkably well. Much depends on whether they learn to accept the situation philosophically and whether those in charge of them are able to supply sufficient real affection to give them security. The inevitable loss of a parent through death is not, as a rule, such an upsetting experience as the separation of parents. The fact that "my mother and father" cannot get on together is very disturbing to the child, and if the situation is complicated by anything which savours of unpleasant mystery, shame, or anxiety it is naturally much worse. Also, if the family, when united, lived in comfort the child will be quick to resent the reduced circumstances which are sometimes necessary after a separation.

Perhaps one of the worst situations is when a child's love is rejected. Fortunately, it does not often happen that a parent turns away from a child and will not accept the love which he has to give, but when it does the child is gravely hurt. Love is the only thing he has to give that is entirely his own and when such a gift is refused it is more than a child can bear. A boy constantly repulsed by his jealous father takes to law-breaking deeds of violence, a girl who feels her father's dislike and complains that he never takes any notice of her, but favours the younger brother, is truculent, disobedient and finally defiant.

A child cannot accept an unnatural situation without some feeling of resentment. The severity of the feeling will depend on many things and cannot always be gauged by the outward symptoms. The inner brooding of the child whose parents perpetually misunderstand him, who expect too much or who will not acknowledge the growing, developing personality may take the form of retreating from reality and result in excessive day-dreaming. This will naturally mean the diverting of energy away from everyday matters and gets the child into constant hot water which only increases the resentment.

Punishment which is unreasonable or too severe will make most children feel indignant and result in the production of the

enemy attitude of the punished towards the punisher. When this is the case the punishment cannot be expected to cure. Even if, through fear, it prevents the child from behaving in that particular way again, other and probably worse symptoms are almost sure to appear.

There are few lengths to which deeply injured children will not go. Where the resentment is in connection with other children they may first try to injure them or their toys. Where this is treated with severity they may turn to more subtle ways of paying back. One boy tried to turn other children against the object of his jealousy, another constantly told tales to his elders, another became ill to gain extra sympathy, another was frequently having minor accidents for the same purpose. A girl was constantly trying to get others into trouble to hide her own unhappiness, another took to bed-wetting, another refused food, for in doing so she caused a satisfactory amount of commotion. Endless examples could be given of the unconscious mechanisms at work in connection with deep-seated resentment.

Where the feeling of injury is directed against adults there may be other forms of reaction. One child may wreck a room, another become very slow in dressing and eating, or tiresomely argumentative. Others will find ingenious means of causing a sensation, even to saying they have drunk poison or swallowed something likely to cause injury.

A sensitive child who is constantly nagged at or fussed over may become so pent-up that hysterical outbursts are frequent, a more matter-of-fact child in the same circumstances will probably become sullen and unco-operative. Both are resenting the implied belittling of their personality. When resentful children are transferred to a sympathetic environment the way that their attitude falls away from them is often quite dramatic. They want to "be good" and dislike their unattractive ways as much as those who witness them, but feeling cannot always be bottled up. It breaks out at the weakest points. Children cannot explain their feelings of resentment, but demonstrate them in many different ways. It

is for adults to interpret their actions, and do their best to remove the cause.

SUGGESTIONS FOR DISCUSSION

1. Discuss the different forms resentment would be likely to take in the eldest, middle, youngest and only child in a family. In what ways would boys and girls vary from each other in this connection?
2. How far is jealousy justified in a family? What attitude will help most to minimize its evil effects?
3. Discuss the special difficulties likely to arise with adopted children. Do you think that an adopted child should always be told that it is adopted when young?
4. Why is resentment more likely to grow up in children brought up in institutions? (See *Oliver Untwisted*. M. A. Payne.)
5. Discuss different forms of punishment likely to increase resentment.

CHAPTER XVII

The Disobedient Child

THOSE who do psychological work are constantly confronted with parents who wear a worried expression, sigh deeply and explain that they cannot make their children obey. Fortunately, it is sometimes possible to unravel the causes and suggest a cure, but the remedy invariably lies in the attitude of the adult to the child.

Obedience is not instinctive, therefore it does not come readily to a child. After making experiments of various kinds, if he finds that it is pleasanter to obey he will probably do so, apart from the times when new contingencies arise which call for fresh experimentation. If, on the other hand, the demands made upon him are too heavy and he finds it impossible to "sit still," "be more careful," "leave things alone," and obey the manifold commands of his elders then the habit of disobedience begins to be formed.

The human tendencies which militate against obedience are fear, curiosity and the urge for power which are implanted in every child. The desire to assert oneself often acts as a necessary protection of the child's individuality, for it is all too common to find those who would be completely dominated by adults and would have no opportunity to grow and develop independence if they did not revolt and consequently disobey.

The desire to satisfy curiosity, to explore, seek new experiences, handle things and manipulate materials frequently gets children into trouble. Where the child's exploration is curbed too much, situations are bound to arise in which he has to choose between satisfying the inner urge and pleasing the adult.

The Disobedient Child

There is little wonder that the instincts often win and disobedience results.

Where a child's loyalties are divided he may be forced to disobey. A severe conflict may arise if he is too afraid to obey the higher authority through his domination by a lower one; for instance, the choice may be between another child and an adult, or a nurse and a parent. It is also possible for the wishes of parents and teachers to clash, although the parent-teacher co-operation movement considerably lessens the possibility of this.

There are, however, also certain forces which work in favour of obedience. Fear itself is one of these, although it must be considered mainly a negative force. A feeling of inferiority is also negative, but may make a child subject to those who are older and stronger. On the positive side the chief factor is the child's wish to be approved, for it is discovered early that approbation brings with it a sense of well-being. When the child is surrounded by an atmosphere of affection and understanding he is not so likely to question authority. It is not difficult to give willing and glad obedience to someone who makes the right kind of demands in the right way.

Also, in the early days, a child can discover that he contributes to the general happiness of his immediate environment by doing what he is told. It is not that he is consciously trying to please. Indeed that would keep him back. His contribution is valuable just in so far as his response is unconscious and spontaneous. To overload him with praise for being good and obedient makes him give too much consideration to his behaviour, so that it is impossible for him to be altogether natural. It is only when he is being true to himself that he is really growing and developing. Besides, whenever he experiences a sense of satisfaction in connection with his powers of achievement, control and mastery, the way is opened up for further progress. The way of growth is not to put every discovery into words. Rather it should be as if after each victory the child says unconsciously, "*That I know.* Now it is time for me to discover something else."

Few people yet realize that the child may learn some useful lessons in obedience by being obeyed. It is all too common for obedience to be completely one-sided. It should, surely, contain a mutual element and there are times when it helps a child to command an adult or an older child. Lack of experience often makes the wording of his commands somewhat unfortunate so that they may appear rude, but nothing is gained by implying a rudeness which is not intended. If he receives requests politely worded he will soon learn to return the compliment without difficulty. This is only one of the many things he learns through imitation.

Perhaps one word of warning is necessary here. It is not intended to imply that a child should always expect instant obedience to his requests. This suggests going to an unhelpful extreme and such treatment would cut him off from useful lessons in adaptation to life's inconsistencies. What is necessary is for him to realize that there is a willingness both to see his point of view and to comply when possible. He is quick to appreciate the fairness of give and take in this connection as in all others.

The chief difficulties in connection with obedience arise when children are in a state of emotional upheaval. For instance, one who is jealous and resentful will not be in a fit condition to obey. Such a state of mind creates its own barriers against authority. It can easily be seen, therefore, that when parents are not wise and just, where they are the victims of moods and whims and have no consistent policy, the child will be apt to accept the pleasures of the moment and let the future take care of itself.

Apart from resentment against thwarting there are a number of other motives underlying disobedience. There are times when a child cannot see the reason for a command. It may be a reasonable one, in view of the adult's larger experience, but on the other hand it may not. While it may be sensible to tell a child to put on a warm overcoat when going out, it may be unreasonable to tell him to give his favourite toy to his younger brother who is demanding it.

There are others who discover that being disobedient gives them a good opportunity of being in the limelight. If things have gone wrong, pitting one's will against that of grown-ups may be a useful way of creating a disturbance and thus revenging misunderstanding. When this happens it shows that things have come to a bad pass, but here, as always, the reason for the child's attitude must be sought.

As children grow older there comes a time when many of them discover that doing the forbidden thing adds spice to life. It appeals to their spirit of adventure, so that we find children disobeying rules, laws, and regulations because it is fun for them to see if they can do so without being found out. This is generally a passing phase through which the more high-spirited go, so should not be taken too seriously. Besides, when this happens there is always the possibility that the rules need amending.

The badly spoilt child is proverbially disobedient. This is because he has become too full of his own importance. He expects to have his own way all the time, so is not likely to see the need for obeying others. This makes him particularly disagreeable and a misery to himself and to everyone else.

It is, therefore, safe to say that disobedient children are the product of circumstances. We expect to find these where discipline has been too harsh or too lenient, where they have been subjected to fussing, over-anxiety, overbearing treatment or spoiling; anything, indeed, which puts them out of their stride and makes them feel that they must take the law into their own hands if they are to preserve their personality from violation.

Most adults need to ask themselves whether they do not expect too much obedience without giving sufficient thought to the matter. There is no doubt that it is necessary to impose certain restrictions, but if they are imposed in the right way no child rebels unduly. The obedience we expect should be necessary in the interests of safety and well-being and also aim to show that conformity to law is an essential part of creative living and is dependent upon acceptance.

The reason so many adults have difficulty with discipline is that their own emotional reactions are still infantile. To get instant obedience from a child may be flattering, but in this case when a child senses what is nothing less than immature love of self lying behind a parent's commands he will unconsciously despise him. It will be readily understood that this is not an attitude conducive to obedience.

The tone of voice in which a command is given matters considerably. If indecisive, it may suggest that the command is not worth attention, so that the child gets the impression that he need not bother about it. It is difficult to take a half-hearted request seriously. Besides, many children find that it pays to be deaf.

The child who constantly disobeys owing to inner dissatisfaction, emotional disturbance, a sense of unfairness and the like, can be a danger to himself and to the community. It is, therefore, worth while to review the whole situation and see if the cause can be found and a line of action suggested which will change his attitude.

If children are going to obey willingly there are certain common-sense points to observe.

1. Study each individual child and modify commands to suit the age and intelligence of each.
2. Let demands be few and well-considered. Always see that they are carried out. Remember that if they are not carried out, the impression left is that they are not important. This will have bearing on subsequent behaviour.
3. Give directions clearly and simply after first being careful to get the child's attention.
4. Do not demand instant obedience when children are in the middle of all-absorbing occupations.
5. Give positive rather than negative requests.
6. Explain and give reasons when by doing so the child will be helped to co-operate willingly.
7. Show the value of the desired action.
8. Be consistent in demands.

9. Let the child feel and know that you expect obedience by your voice and manner. This gives security and relieves anxiety.

10. Give children opportunities to prove that obedience is not something disagreeable and to be avoided, but that it brings contentment and is worth while.

11. Above all examine your own motives for wanting obedience.

SUGGESTIONS FOR DISCUSSION

1. Collect examples of disobedience and discuss them. Think of occasions when more harm might be done by obeying than disobeying.

2. One father says he believes in implicit obedience and gets it, another that he never has to insist on obedience. What would you gather from this?

3. A girl of fifteen who is well-informed on sex matters is constantly being asked by her young brother to tell him where babies come from. The parents think he is too young to know and have told her not to tell him. What should she do?

4. What types of children find obedience most difficult? Contrast clever and backward children in this connection.

5. It is possible to think of a number of situations in which a child has to choose whom he will obey. Make a study of these.

6. Discuss the eleven points given at the end of the chapter.

CHAPTER XVIII

The Untruthful Child

"HARRY has told me a lie. It's the first time . . ."

Much hangs on the tone of voice in which this is said. On the one hand there may be an inflexion which denotes resentment, indignation or anxiety, showing that the lie has been taken as a personal affront. On the other there can be detected an appreciative interest, even containing a note of triumph, showing a deeper insight into the true significance of the incident.

The fact that a child can tell a lie shows that he is capable of comprehending truth. This means that he can compare truth with falsehood and distinguish the one from the other. To be able to say, "This is true, that is not," marks a definite stage of development which should be welcomed. It is a step forward, not a step back. To try to understand each new stage is the adult's privilege and to succeed is a great joy. In this case the child is beginning to leave the fields of fancy for the high road of reality. He will, of course, still take plenty of excursions into the fields, but having once set foot consciously, even if fearfully, on the high road, his progress is more sure.

If the child is punished for his early lies it will frequently have the opposite effect to the one desired and give him a definite setback. It may drive him back to the fields, so that he wanders aimlessly hither and thither, or make him start to creep fearfully along by the hedge. Besides being a setback to his adventuring it creates a new anxiety which disturbs the rhythm of his growth, makes him calculating and prevents him from feeling his way through to a greater appreciation of truth.

When adults are honest with themselves they will realize that there are many embarrassing situations which have made lying almost inevitable, both for themselves and for their children. With their greater experience, however, they should be able to take a broad view, and by their understanding make it easier rather than harder for their children to appreciate the social significance of truth. It is not only the sixth-form boy who can appreciate the housemaster's advice, "Lastly and very briefly, speak the truth. Believe me, it's so much simpler than any other way. You see, if you always speak the truth you never have to remember what you said last time." (*The Housemaster*, by Ian Hay.)

Unfortunately, children's ideas on this question often become confused at an early age. Frequently adults do not realize that the child understands far more of the conversations he hears than is commonly supposed, while the failure to be absolutely honest with children gives them a bad start.

Once, while I was giving an intelligence test to a girl of nine, she said, "When are we going to the pictures?" The mother confessed afterwards that she had not intended taking her to the cinema, although she had promised to do so. This was the kind of lie she was continually telling. No wonder her children were restless, anxious, easily moved to tears, bad-tempered and unhappy. They had no security. They did not know what to believe. Being imitative, they too tried to hoodwink, but they were not so clever and always got into trouble.

Or take another example. Jim was having breakfast with his mother and father. "What a queer-looking woman Mrs. X is," said his mother. "Yes," said his father. "She is positively ugly."

A few days later Jim was at Mrs. X's party. He studied his hostess carefully, "Yes, you are ugly," he said for all to hear, but his remark was received coldly, and he felt that he had said the wrong thing.

The next afternoon Mrs. Y called on his mother, and he heard the greeting, "I'm delighted to see you. How good of you to come." Afterwards, Jim was surprised to hear his mother say,

"What a bother that woman Mrs. Y is, always calling when I don't want her."

An aunt came to stay. "Do you like school, Jim?" she asked. "Yes! Thank you," said Jim.

Later he confided to his mother, "She asked me if I liked school and I said I did. I don't really, I hate it."

His mother was shocked and pained. She thought she had a truthful son and said so, but it never occurred to her that she had set Jim the example. His lie was no worse than hers; besides, when he *had* spoken the truth it was not acceptable. It was all very confusing to a small boy.

In the face of so much that is misrepresented to children it is surprising that they are as truthful as they are. Speaking generally, they are certainly more honest and straightforward than adults and have less intent to deceive. If they tell lies it may be because they have followed someone's example, or learned to do so in self-defence, or in order to maintain their prestige.

In the early days they are altogether trustful. Until they have learnt to doubt they will believe all they are told. One of the first ways in which parents let them down is frequently over the question of babies. "Where did baby come from?" they ask and there are still parents who say it was brought by the doctor, or invent some other equivalent story of the old stork and gooseberry bush type, incorrect and misleading. It often seems strange that people could have so little faith in children and their ability to understand and appreciate the truth.

In passing let me emphasize, therefore, that before condemning children who tell lies it is well to enquire into the kind of example they have been set. Whatever this may be there are many different kinds of circumstances which encourage untruthfulness and the emotion which plays the largest part is fear.

There are some children who have become so discouraged by their failure to please that they have almost come to doubt their right to enjoy the good things of life. Their inner anxiety

makes everything else seem unimportant. Seeing that there is nothing they can do which makes any difference, there is no need to be careful to speak the truth. They may as well "draw the long bow" and see what happens. Things cannot be worse than they are. This type of unconscious thinking is only found in extreme cases, but sometimes has to be reckoned with.

Shy children may fall unwilling victims to lying. If they are put in an embarrassing position, and feel called upon to answer questions, they may say the first thing that comes into their heads, irrespective as to whether it is true or not. Sometimes, sheer politeness is responsible; for example, when a child is asked a question and feels bound to make a suitable reply. If he does not know the true answer he has to invent one. It is easy to say that this is foolish of the child, but no adult who has ever been guilty of a polite lie should be too critical. Many children are very afraid of not coming up to expectation and responding in the correct way.

They may also be afraid of giving themselves away and resort to bluff in order to hide their ignorance, or to boasting in order to bolster up their pride. Many of the exaggerations common in childhood and adolescence come into this category. Others may be due to a desire to impress and are a way of demanding attention. A child who brags about himself, his possessions and family probably does so in order to try and prove to himself that he is not as inferior as he feels himself to be. If he succeeded, no doubt he would gradually cease to brag, but he cannot succeed that way.

Self-deception is common in all human beings, no matter how young or how old. Everyone wants to make a good impression and a failure along recognized lines calls for added effort along others. When satisfactory channels are not available, substitutes have to be found.

Undoubtedly the type of lie for which children are blamed most is the excusive one. This is also the result of fear. If a child thinks he is going to get into trouble he instinctively seeks for methods of protecting himself. He will deny a charge

rather than run the risk of being scolded, rarely realizing that he will inevitably have to own up in the end. Children will hold most tenaciously to an untrue story and often become involved in a network of lies never intended in the first place. Again the motive is fear; this time fear of being discovered to be a liar. As a rule children are acutely conscious of their deception on these occasions and very miserable about it.

A child who is suffering from a deep sense of injustice may become the type of gossip who puts a sting into his half-true and half-false stories. Definite lies of revenge are sometimes invented by children over-burdened with a sense of inferiority and these can be particularly harmful in a school. In this case pains should be taken to discover the source of the trouble. Bullies and scandalmongers do not often get sympathy, but they certainly need it.

The make-believe stories which a little child relates as true must never be referred to as lies. To an imaginative child they are as real as reality itself, and as long as they are received sympathetically *as* stories, and the child feels that there is an understanding about them, between himself and those he favours with them, all is well. It is only if he has not grown out of this stage of development by about the age of eight that any anxiety need be felt.

This whole subject of truthfulness is fraught with difficulties. Nothing is gained by minimizing them, and children are often helped by an acknowledgment of them. With the best intention in the world it is not possible to speak the "whole truth." Sometimes loyalty and nice feeling forbid, sometimes a child slips unintentionally through anxiety, thoughtlessness or desire to please. It is dangerous to concentrate a child's attention on the thought of accuracy to such an extent that he is afraid of speaking for fear he says something which is not quite true. Frankness is to be preferred to a meticulous accuracy which makes expression painful.

It is important to avoid provocative occasions and not to put too great a strain on children's integrity by asking foolish questions, trying to make them give their friends away or by

throwing doubt on their honest intentions. Very rarely is anything gained by success in taking adults in and it is generally better to let them know that they have not succeeded.

When children have been discovered telling lies, it is essential to look for the motive. It is possible for an enemy attitude to grow up between an adult and a child and to be a cause of lying, coupled with any of the other situations mentioned.

There is a great art in gaining a child's confidence, but a sound general principle is not to over-emphasize slips and mistakes but to deal with them in a quiet, matter-of-fact manner. This calms the child's fear and makes him see that nothing is gained by deception. It gives him confidence to speak the truth, even if it means owning up to something he would rather hide.

Children need to learn that truthfulness is the basis of, and a valuable adjunct to, friendship. Frankness and candour are pledges of affection. Truth is worth striving for, and the finer people are those whose word can be trusted. Those who develop an honest, straightforward approach to life, willing to face the truth and to accept as well as to speak it, are more likely to make good in the best sense of the term.

SUGGESTIONS FOR DISCUSSION

Discuss.

1. Is it ever justifiable to tell lies?
2. Give examples of "polite lies" and discuss them. Are they necessary?
3. Are there occasions when it might be necessary to tell a lie to save a life or reputation, etc.?
4. Distinguish between lies of omission and commission.
5. What kind of unnecessary lies are frequently told?
6. Are children ever too young for the whole truth? If so,

what should be done about it? Is it possible to withhold part of the truth and yet be truthful?

7. Recall occasions of lying in your own childhood.
8. Make a list of the different kinds of lies common among children and discuss how each should be treated.
9. Contrast (a) an excessive day-dreamer with (b) a child who has little idea of the truth.
10. What (a) hinders (b) helps the building up of a truthful attitude in children?

CHAPTER XIX

The Child who Steals

"STEAL" is too strong a word for the action of the small child who takes things, but for want of a better it will be used in this chapter, although on the understanding that it must not be given too serious an implication.

As the world is constituted at the present time it is generally understood that every individual has a right to his own personal belongings. The larger issues involved in connection with property cannot be discussed here, but there is no doubt that it is only gradually that children come to appreciate the fact that others like their property to be respected.

At first a little child cannot distinguish between that which is his and that which belongs to other members of the family. He thinks he is the owner of all that he sees and touches. It is only gradually that he learns that certain things are his own to use and play with, and that others are not his and he must not touch them, while still others are common property within the family. Gradually, order appears out of chaos and the child begins to modify his behaviour in accordance with the morals practised by those around him.

If a child has not had the satisfaction of owning and looking after his own things he will naturally be slower to appreciate the value of other people's possessions. When children who come from very poor homes steal it may be because they lack this property sense, although in this case it must be admitted that the taking of things from stalls and shops is occasionally encouraged by parents, sometimes wittingly and sometimes unwittingly.

The question of stealing is even more complicated than that of lying, and standards in relation to it are as confused. A

father once complained bitterly that his daughter of nine was stealing, yet he immediately afterwards told me that he himself had no compunction about stealing for his family when he considered it necessary. He said he had learnt how to do it without being found out!

The different motives which lie behind stealing are worth considering. It is important to be able to distinguish the extent of seriousness in each case, as sometimes it may be due to a deep inner conflict. Sometimes it is nothing but a passing phase. Junior children frequently experiment along this line. Being intent on adventure they may not be able to resist the temptation to rob an orchard or to appropriate something they covet. There is a certain satisfaction in being clever enough to avoid capture on these occasions. If they are caught they are abject enough, but there is rarely anything pathological and serious about these exploits. If dealt with sensibly the first time they are caught, they will not persist. The only thing is that if children frequently get away with this type of adventure it may get a hold upon them. When it does this, however, there is generally a more deep-seated motive.

There are cases where a child steals in order to impress his fellows, this is especially the case when he finds it hard to make friends. He discovers that his presence is sought only when he can treat his would-be friends to sweets and other luxuries. In this way he buys popularity. It is possible, too, for a child to be upset by not having as much pocket-money as his friends, and he may steal pennies and sixpences with a feeling that they are his due.

The love of sweets is frequently the reason for stealing. There are some children who need more sugar than others, and many a potential thief has been cured by being given regular doses of glucose or a more liberal or suitable diet.

Young people may be led astray by their keen desire to be dressed as well as their fellows and to have the same luxuries. If they are kept short of pocket-money the temptation to steal may be great, especially if their friends are in a better position than they, and have more money to spend.

Sometimes children will steal in order to compensate for a feeling of inferiority which they are not prepared to face. To be clever enough to outwit adults and take their property gives them a temporary feeling of elation and pride, which is akin to a feeling of superiority. In some cases they steal from other children with the unconscious motive of getting even with them. When this happens the cure lies not in punishing them, but rather in discovering better ways for the child to demonstrate superiority.

This type of motive is often coupled with a severe unconscious resentment. If a child has not been fairly treated, is suffering from acute jealousy and feels unloved, an urge may come upon him "to get his own back." In this case he may only steal from the one person with whom he desires to identify himself or he may take things which are of little value but which have associations for him.

When a child or adolescent has developed an attitude of antagonism towards those in authority, stealing sometimes comes as an act of revenge. It becomes a useful weapon for causing distress and symbolizes revolt.

It will be noticed that stealing is frequently coupled with other offences. Where this is the case it may be because the child has become convinced that progress is impossible. As it is no use trying to please he may as well be altogether bad and get as much false satisfaction as possible. Such children present a hard exterior, but if they can be treated in time, before the hardness has eaten right into their very beings, they respond to a sympathetic environment and appear only too glad to discard their assigned role of badness.

In cases where a child has been too severely punished for small offences and subsequently takes to stealing, the unconscious reasoning may be that it really does not matter whether offences are large or small—they will be punished all the same. Therefore, it is just as well to earn the punishment and be as bad as possible. As stealing gives a certain satisfaction and causes inconvenience and annoyance it is a suitable outlet.

In dealing with the child who steals it will be seen how important it is to go into the matter fully. It is never enough to dismiss the offence with a punishment. In the first place the age of the culprit has to be taken into consideration. For younger children the way of handling is naturally quite different from that suitable for the older ones, while adolescents are again distinct. On the whole, the older they are the more seriously the offence has to be taken, not so much because of its innate gravity, but because it is frowned upon by society.

The home circumstances always need looking into first. It is important to be able to detect any lack or any cause for resentment and to review the attitude of all concerned. The child who steals will generally be inclined to tell lies also, so needs particularly sympathetic handling. It is much better for the whole story to be confessed, so that the underlying motives can be made conscious and an understanding can be reached. This will make the future hopeful. It is also wise for the child to make amends and to pay back what has been taken.

When dealing with the child who steals it is particularly important not to deepen any feeling of resentment. When the matter has been dealt with it should be put on one side so that the child can forget it and become reinstated as one who can be trusted. Constant reminders may make complete turning away from the habit more difficult.

Being found out is often sufficient punishment. As already suggested what the child may need in order to effect a cure is sometimes more sugar, more pocket-money, more opportunities to achieve and win approval or more non-possessive love and understanding. If stealing is looked upon as a symptom of inner conflicts and needs it will be dealt with much more sympathetically and cured much more frequently. When asked what she felt about it some years later, a girl who had been cured said, "I just feel that it was all a big mistake." So it was, but she might have gone on making the mistake with disastrous consequences if she had not been led to understand herself and her unconscious motives.

SUGGESTIONS FOR DISCUSSION

1. Collect newspaper accounts of thefts and discuss the incidents, trying to discover possible underlying causes.
2. Make a list of the different kinds of stealing, relate them to different ages and put them in order of seriousness.
3. What different characteristics and environmental circumstances might be responsible for stealing (a) in a boy (b) in a girl. How are their types of stealing likely to differ? It will be better to discuss these in relation to a definite age range to be chosen.
4. If possible, make a full study of a child who is known to have stolen.
5. You know that a boy of ten has stolen half a crown out of your coat-pocket. What would you do?

CHAPTER XX

More Thoughts on Growing Up

THE one thing which all really difficult children have in common is difficulty in growing up adequately. This closing chapter shall, therefore, emphasize some points which have been previously mentioned, as well as introduce others which have not found a place elsewhere.

In the first place the onlooker needs to remember that all through childhood present behaviour is the outcome of the past and has a bearing on the future. For instance, the child who is too unselfish may add to the peace of the household, but later on may reveal a lack of growth in more subtle ways. It is a wise adult who does not praise the unselfishness of a child and a still wiser one who so sets the stage that the child is encouraged to forget all about both selfishness and unselfishness and simply get on with *living*. Anyone who can wean children away from the "goodness" which is not natural to the particular age they have reached, without their noticing it, is a friend indeed.

At all times it is important to see what lies behind an action before judging it, also to be ready for emergencies and to learn to recognize and value signs of growth and development in their various guises. The child must experience all forms of behaviour in order to develop judgment and appreciation. Children and adolescents are not unlike adults in wanting the best when they see it. (The great thing is to help them to keep their eyes clear and focused in the right direction. There is always a danger that they may be blinded to what is best by being over-strained, or that they may not develop the power of focusing through lack of practice. The atmosphere

they need is one which is positively encouraging, hopeful and trusting, so that they can catch, as it were, the right sense of proportion. In such an atmosphere things which might harm are passed by, and those of no moment are forgotten. If apparent faults are over-stressed they loom too large, absorb too much attention, come too much into the foreground and so tend to be repeated. On the other hand, if all fresh types of action are accepted as stages in the adventure of growing up they become milestones on the highroad to adulthood.

It has been frequently mentioned in this book that difficulties of behaviour encountered in children are due to faulty management, but perhaps it has not been made sufficiently clear that subsequent growing up is more dependent on the treatment the child receives during the first year than at any later period. During this time the baby is storing up first, and therefore lasting, impressions, and much depends upon whether he contentedly accepts new experiences as they come, so that he passes easily from each to the next.

The baby can feel acutely and is deeply conscious of his need for the mother as "his very own place of safety and happiness."¹ If anything should disturb this relationship there comes a sense of deprivation and the child may continue through life searching for the early security he has lost. Faulty practice in suckling the baby, with lack of normal body and mind satisfaction which should accompany feeding time, will also start a train of difficulties. The way that food is given is even more important than the actual food itself, especially when weaning time comes. It can easily be understood that weaning should be a gradual process, so that the child is not expected to adjust to the apparent loss of the mother's nearness too suddenly.

It is also important for the baby to experience the satisfaction which is natural in relation to bodily activity and functions. Calmness and patience are needed to train a child to be clean. Undue reference to "accidents," and the expecting

¹ Dr. Partridge in *Baby's Point of View*.

of too high a standard of cleanliness, are even worse than the neglect of early training. It is easy to make a small child attach undue importance to bodily functions and to introduce an element of fear, guilt and anxiety, any of which can prevent the forward drive towards control and unconscious reserve which is an easily recognized form of growing up, and the necessary forerunner of all later, conscious self-control.

Dr. Susan Isaacs has thrown much light upon the child who is not able to grow up satisfactorily because of the self-centred love of his or her mother. This mother's love of her baby must be at heart nothing but a pride in an extension of herself. To own a baby gives her self-importance and all may go well while the baby is helpless and dependent, but when it begins to be aggressive the mother's interest is lessened. Being more concerned with her own gratification than with the small child's growing personality a clash of wills invariably follows. At first she has probably spoilt and over-petted the child, but when she fails to keep up her interest, the child naturally feels deprived and there follows an ebb and flow of emotional behaviour. This keeps the child miserably tied, too alive to the whims and vagaries of the mother, always trying to propitiate, afraid to plunge for fear of an upset. Alternate spoiling and severity further accentuate the misery of the situation.

Such a child is not emotionally free to develop naturally and steadily and will cling to the pleasures on which he can count rather than seek new ones more in keeping with his age. He shrinks from responsibility and learns to retreat from danger zones, and seeks to do so without being noticed too much.

This is one side of the picture. On the other hand the needs of babies are essentially simple, and countless mothers have watched the unfolding of their personalities and rejoiced in their developing powers without selfishness or fear. In such cases each new difficulty experienced with the baby has been a challenge. They have enjoyed overcoming obstacles and learnt something of the child's ever-changing needs by watching; never failing to love nor to use common sense, and never

losing faith. It is not easy for a mother to see her growing child gradually needing her less and less. It is hard also for her to be constantly adjusting to new demands, but it can be done.

After the first weaning, independence proceeds apace. The small child's environment needs to be one of opportunity, so that he can experiment to his heart's content. The art of training lies in giving him the best material with which to experiment, and being flexible in treatment of him, letting youth take its natural course and development have its way. All the time there will be a forward drive on the part of the child, but as he returns the love which is showered upon him and catches the common-sense attitude, he is building up his faith in people and opening up the way for a larger and more complete faith, for a religion of health and joy and peace.

Growth must come from within. It cannot be forced from without. Roots, trunk, branches, leaves and flowers all combine to produce the fruit which comes in due season. "You cannot put an old head on young shoulders" we say, and yet how often we fall into the trap set by external conditions, especially by the pressure of social custom and of education, and make our behaviour belie our words. Any unnatural forcing of the pace is dangerous, for rhythm of growth is never disturbed without the personality suffering.

In the chapter on growing up, an attempt was made to show that the passing from one stage to another, beginning in babyhood and going right on to adulthood, is anything but an easy matter. Short of re-birth, there is always the danger of being pulled back to the ease and comfort of utter dependence, although fortunately, in most children, the desire to be grown up is strong and keeps them watchful for opportunities of learning and expanding.

During the main years of childhood pitfalls are plentiful and varied, but they will always appear worse than they are if they are taken too seriously. When the child is happy, confident and buoyant, he will escape many a trap which would claim him as a victim if he were depressed and lacking in

self-reliance. To be his best he must be free from the anxiety of wondering what kind of an impression he is making. He needs all his energy for overcoming difficulties and for mastering new skills. In the last resort successful achievement is dependent upon the right relationship between children and adults. The adult must be a learner as well as the child, and be ready to acknowledge mistakes. He should be willing and able to make a new start and change an attitude as well as, when need be, to put things right which have gone wrong. The child then knows that he is not alone in his search for a way through the perplexities of life.

There comes a limit to the help which the adult can give. There are two kinds of separation between parent and child. On the one hand there is the one which the child insists upon when he has to save himself from a cramping domination. This brings with it emotional disturbances, bitterness and resentment. On the other hand there is the separation which is fostered and gently but firmly encouraged by the parents. This brings with it gratitude and freedom, courage and poise.

Everyone dealing with children and adolescents must expect to have dramatic moments. Inconsistencies, sudden upheavals, complete reversals of front are often little short of staggering, but they soon take their place in the scheme of things if countered with good humour and a non-committal approach, tempered with plenty of common sense.

It is not unusual to meet adolescents who have developed a definite fear of growing up. In some cases this is because they have been introduced too soon or too forcibly to some unattractive aspect of adulthood. War, disease, accident, the bitterness of family quarrels, "skeletons in the cupboard," all contribute towards making young people feel that the world is cruel and that life is hard. Those who have never been completely spiritually weaned from their mothers will retain many of their infantile reactions to life, so that when troubles come at the various "difficult times" in life, their lack of stamina is demonstrated by their inability to overcome them. Not so with those who have developed an early sense of inner security.

With them an optimism and determination will prevail in spite of hardship and upheavals.


Let no one fondly think, however, that growing up to the full stature of manhood and womanhood is ever easy. It is often painful as well as laborious, but more understanding and more humour will smooth the path. There are countless influences which can help or hinder development, make or mar the personality. There are endless mistakes which can be made. In spite of this, however, the innate good sense of children gives them some secret protection, while their adaptability, their joy in overcoming obstacles and their belief in adults all combine to lead them forward. One thing is certain—they cannot be forced to grow, to love and to have faith. When they are surrounded by those who comfort, cheer and strengthen them, the best that is in them comes to fruition. It is only in an atmosphere of true love and friendship that children can fully thrive.

SUGGESTIONS FOR DISCUSSION

1. Refer back to Chapter III and relate what was said then to the discussion of growing up in this chapter.
2. What is the difference between unnatural "goodness" and the real thing?
3. Start a discussion on the dangers of over-stressing children's faults, encouraging members of the class to recall illustrative incidents.
4. Relate the paragraphs on the baby to Chapter IV and make a study of characteristics found in adults which suggest an infantile attitude.
5. Discuss the two kinds of separation mentioned on page 124.
6. Discuss how knowledge of difficulties in growing up can guide people in their treatment of children and adolescents.

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